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ABSTRACT

This handbook provides a basic outline for those establishing a volunteer program. There are ten chapters: 1) "Basic Information on Volunteer Services," defining volunteers, school volunteer programs, tutorial programs, costs, and services performed by volunteers; 2) "Organizing and Developing a Volunteer Program;" 3) "Administration of the Volunteer Program," by the school administration, volunteer coordinator, and teachers; 4) "Recruitment of Volunteers," by personal contacts, mass public recruitment, and delegated recruitment; 5) "Interviewing, Selecting, and Assigning Volunteers;" 6) "Orientation and Training for Volunteers," with sample programs including role playing, video or audio tape vignettes and case materials, buzz groups, workshops, movie forums, panel discussions, and brainstorming; 7) "Orientation and Training for Professional Personnel;" 8) "Using High School Students as Volunteers," with suggestions on special training techniques; 9) "Maintaining Volunteer Morale;" and 10) "Evaluation of Volunteer Programs." Sample recruitment and acknowledgement letters, organizational questionnaires, registration forms, reports, job description forms, and evaluation forms are included. (MBM)

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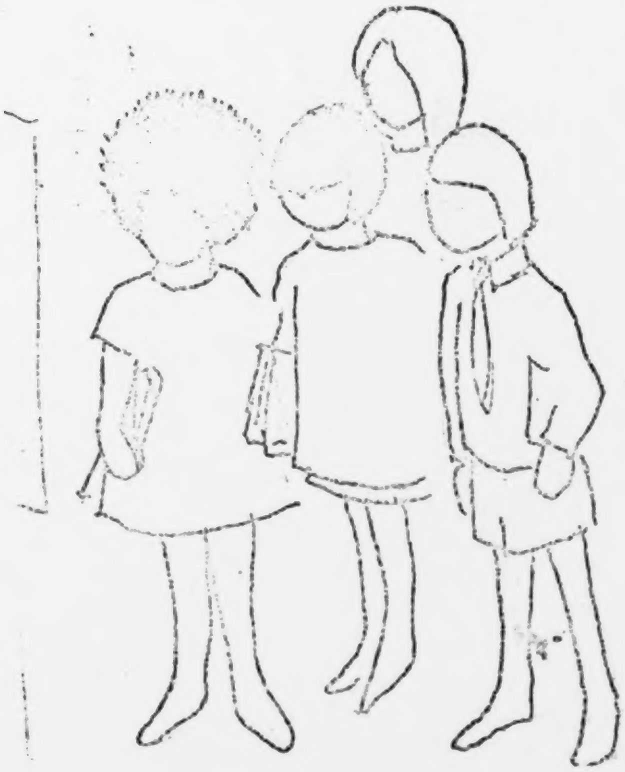
ABC'S

A Handbook for Educational Volunteer Programs



Volunteers in Education
Bureau of Educational Personnel Development
U. S. Office of Education
Department of Health, Education and Welfare

February 1, 1972

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Cincinnati Public Schools. Tutor Handbook for Volunteers in Public Schools. 1969.

Dade County (Florida) Public Schools. Proposed Plan for a School Volunteer Program. 1970.

Los Angeles City Public Schools. How to Organize a School Volunteer Program in Individual Schools. 1968.

National School Volunteer Program, Inc. Basic Kit for School Volunteers. 1969.

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Wayne County Intermediate School District. The Practice and the Promise: A Paraprofessional Study. 1968.

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ABC'S

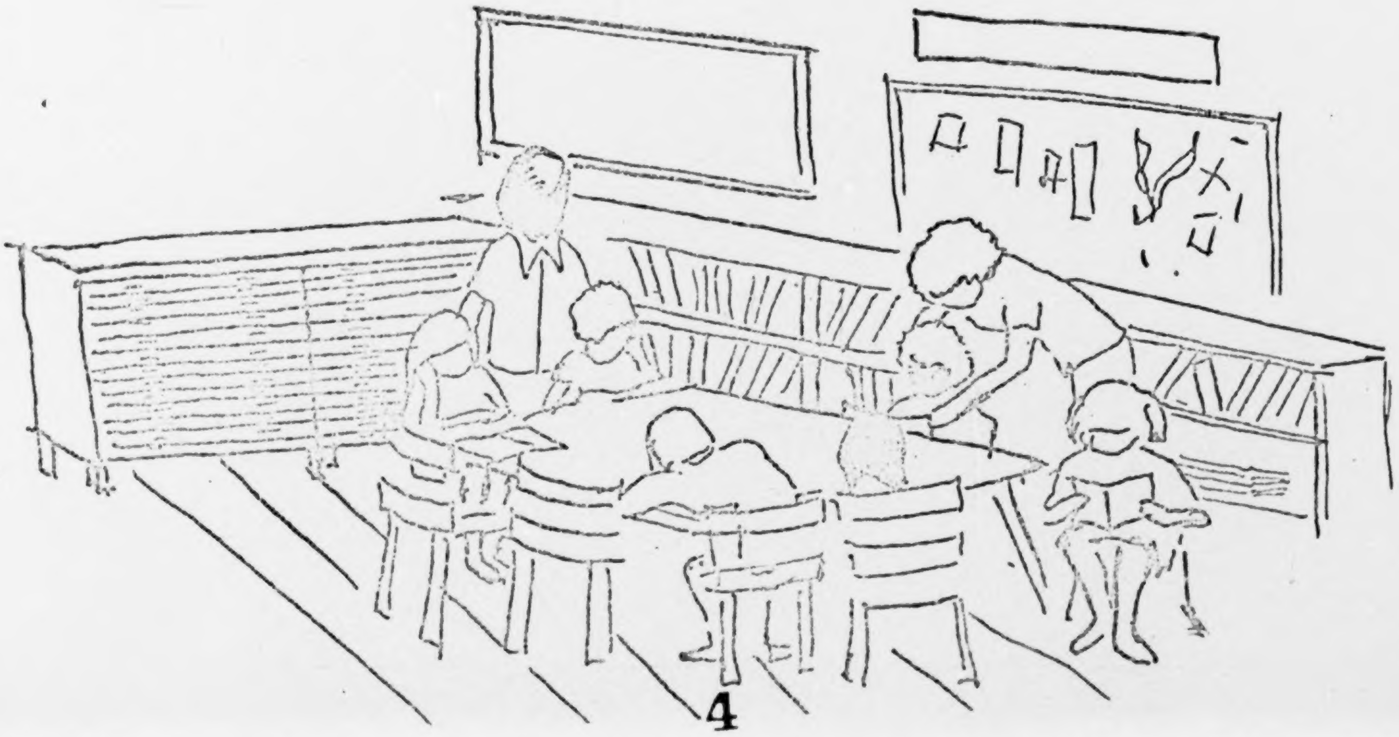
A Handbook for Educational Volunteer Programs

Forward

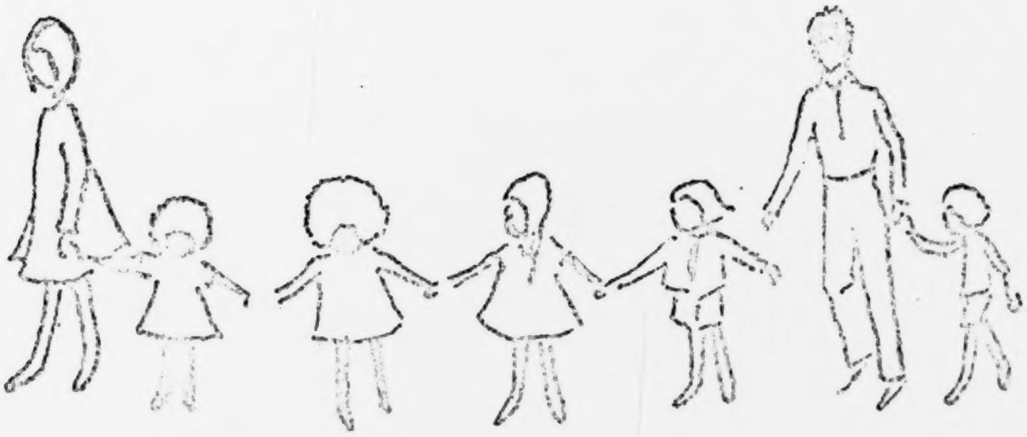
Volunteers are everywhere! During the past five years, the number of school systems and other agencies using volunteers has increased astronomically. While the size of programs will vary greatly - from three volunteers - all programs are alike in their belief that volunteer assistance can make a difference in the quality of education many people receive.

While many programs are well-established, having been in operation a number of years, others are new, seeking aid in setting up and operating a meaningful and rewarding program. It is to these fledging programs that this handbook is directed.

This guide will provide a basic outline for those establishing a volunteer program. By no means should it be considered a "bible" for volunteers. It is a guide and, as such, should be modified and adapted to meet local needs and situations.



I. BASIC INFORMATION ON VOLUNTEER SERVICES



WHO IS A VOLUNTEER? A volunteer in education is a concerned and dedicated person who works regularly in schools or other educational settings to support the efforts of professional personnel. Volunteers may be male or female; young, middle-aged or a senior citizen; single or married; actively employed, retired or on welfare; black, white, chicano or oriental. They reflect every economic, social, racial, religious, ethnic and educational background to be found in this nation.

WHAT IS A SCHOOL VOLUNTEER PROGRAM? It is an organization of persons who work in schools, under the direction of teachers and other school personnel, to strengthen the school program or offer special skills to enrich a student's educational experience. Volunteers may also work outside the school to provide homework assistance or other special aid in any educational situation where it is needed.

WHAT IS A TUTORIAL PROGRAM? It is an organization of persons who give one-to-one or small group assistance to pupils needing extra help. Primarily, tutorials concentrate on the improvement of reading, math and science skills.

WHAT ARE THE GENERAL AIMS OF A VOLUNTEER PROGRAM?

- To assist teachers in providing more individualization and enrichment of instruction to their classes.
- To increase children's motivation for learning.
- To enrich children's experiences beyond what is normally available in school through the unique resources which can be contributed by volunteers.
- To relieve teachers of many non-teaching duties and tasks.
- To provide an opportunity for interested community members to participate effectively in a school's program.
- To strengthen school-community relations through such positive participation.
- To build an understanding of school problems among citizens, thus stimulating widespread involvement in the total educational process.

HOW CAN A VOLUNTEER PROGRAM BE INITIATED? The first essential is the acceptance of the idea by the local school superintendent, school board or administrative and professional staff of at least one school. In many places successful programs have been started by (1) concerned individuals, (2) boards of education and local superintendents, (3) professional staff at an individual school, (4) other professionals working together, (5) community or civic organizations, (6) college and high school students and (7) parents.

ON WHOM SHOULD BASIC ORGANIZATIONAL RESPONSIBILITY REST? The responsibility for organizing a program must rest with whomever is willing to establish cooperative working arrangements with the central school administrative staff and the professional and administrative staff in the participating schools(s) to get the initial project underway. Whether the program is in-school or out-of-school, the involvement of school personnel is necessary for the program to be a success.

WHAT ARE THE BASIC COSTS OF STARTING A VOLUNTEER PROGRAM? Just how much money a beginning program will need depends upon the scope of the proposed project. However, funds will be needed for office supplies and equipment, telephone service, preparation and reproduction of materials and for postage. These expenses will be incurred by any program.

Another consideration is whether or not staff, either professional or clerical, will be hired and what are the prevailing salary rates in the area.

In the preparation of preliminary budgets one should also plan for continuing or expanding the program after the initial or pilot phase is completed.

HOW CAN THESE COSTS BE MET? Initial program costs can be underwritten by local citizen efforts, by foundation grants, by the board of education or by a joint effort. As the value of the program is demonstrated, its cost can be absorbed into the general budget of the board of education.

WHERE DO VOLUNTEERS SERVE? Volunteers serve in settings where people or organizations have requested their help. In schools, teachers and principals ask volunteers to help children needing assistance and enrichment and to aid in other areas of school operation. Volunteers also serve in after-school tutorials, in homework assistance centers and in school and public libraries. They may also aid those remanded to the custody of juvenile courts, receiving homes or detention centers.

Wherever there is an educational need to meet, educational volunteers should be found.

WHAT KINDS OF SERVICES DO EDUCATIONAL VOLUNTEERS PERFORM? Although services will vary according to local needs, volunteer aid generally falls into one of the following areas:

1. Relieving the professional of clerical or non-professional duties.
2. Providing ancillary one-to-one or small group assistance.
3. Giving special aid to children with exceptional talents or difficulties, such as English as a second language.
4. Enriching the curriculum in areas requiring special skills or unique experiences.
5. Preparing materials to be used in the total program.

More specifically, there are 26 basic positions in which noncertified persons or volunteers can be used to strengthen an educational program. These are of special importance if the school or school system is operating with a pattern of differentiated staffing or seeking to include volunteer service as part of a career lattice program. These positions are:

1. Classroom

   Performs clerical, monitorial, and teacher reinforcement tasks under the direct supervision of the classroom teacher.

2. Audio-Visual Technician

   Inventories, stores, performs simple maintenance tasks, and operates audio-visual equipment; prepares audio visual aids under teacher's direction.

3. School Counselor

   Performs clerical, monitorial, and counseling reinforcement tasks under the direction of the counselor.

4. School Lunchroom

   Supervises lunchroom according to school practices during lunch periods; maintains order, helps children when assistance is needed, works with administration and teachers to improve procedures; supervises after lunch playground or special activities.

13. After-School Program

Supervises, under the direction of the teacher, any after-school activities.

14. Materials Resource Center

Performs clinical, custodial, and monitorial functions in a materials resource center or learning laboratory.

15. Field Trip Assistants

Assists on field trips or excursions to cultural events.

16. Special Skills

Assists teacher by having special skills in the areas of shop, homemaking, or speaking a foreign language, i.e. native Spanish speaker.

17. Crisis Center

Works with children who have problems of adjustment in the regular classroom situation.

18. Playground

Works with teachers during the school day to assist with physical education and recess activities.

19. Reading Improvement

Assists reading specialist with basic and/or remedial instruction in a single school or group of schools.

20. Special Education

Assists special education teacher in implementing instructional activities for individual or groups of special education pupils.

22. Attendance Officer

Provides assistance in dealing with attendance problems; may make home calls purpose of which is delineated by the attendance officer.

23. Bus Attendance

Supervises loading and unloading of school buses at the beginning and end of the school day; may be assigned to ride buses especially those transporting very young children.

24. High School Theme Reader

Reads and checks themes for those writing skills indicated by the teacher.

25. School Health Clinic

Operates health clinic under direction provided by school nurse.

26. Laboratory Technician

Assists in school laboratories (languages, science) under supervision of teacher; sets up, maintains, and operates equipment.

OF THESE SERVICES, WHICH CAN A NEW PROGRAM MOST EFFECTIVELY PROVIDE?

The kinds of services a volunteer program is able to provide will depend upon:

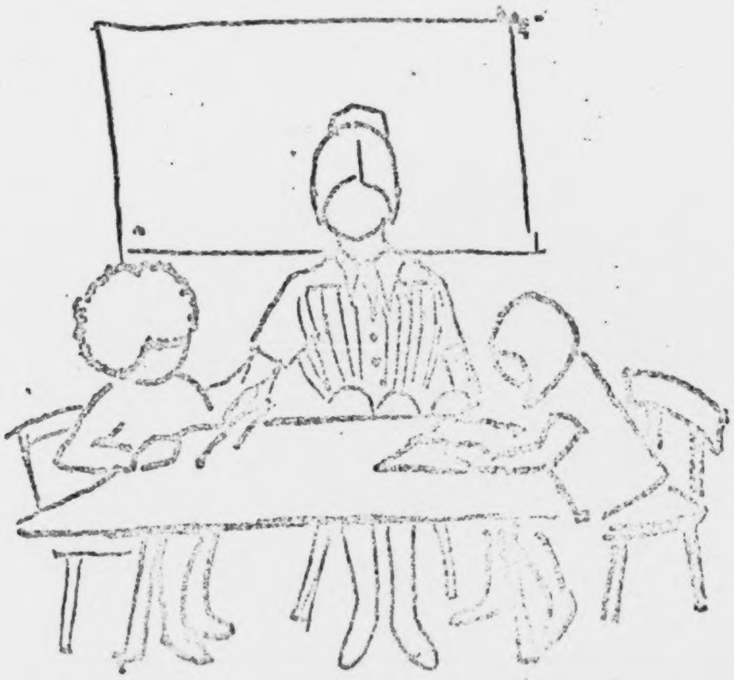
1. The particular needs of the school system, of each individual school, and of each individual teacher. If the program is not in the school, the overall objectives of the program will determine, in large measure, the types of services offered.
2. The desire of school or agency staff for particular services.
3. The availability of qualified volunteers to perform the requested services.
4. The type of special professional and/or volunteer help currently available in the school or agency.

New programs should zero in on the one or two areas in which they can be most effective, rather than attempt to tackle too many problems. Such a "scattergun" technique - trying to do too much from the first - generally works to the detriment of the program.

HOW CAN A SMOOTH RELATIONSHIP BETWEEN VOLUNTEER AND PROFESSIONAL BE ASSURED?

For a smooth working relationship, both volunteer and staff should agree that:

1. A volunteer works under the direction and supervision of a teacher or member of the staff.
2. A volunteer supplies supportive services, but is not a substitute for a professional staff member.
3. A volunteer will not divulge confidential information to which she may have access.
4. The volunteer should be given specific instructions and necessary materials for any job undertaken.
5. If parents participate in a volunteer program in their child's school they should not be given access to their child's confidential files. The decision to allow parents to volunteer in their child's classroom should be made by the principal of teacher involved.
6. Evaluation of a volunteer's work will be confidential.

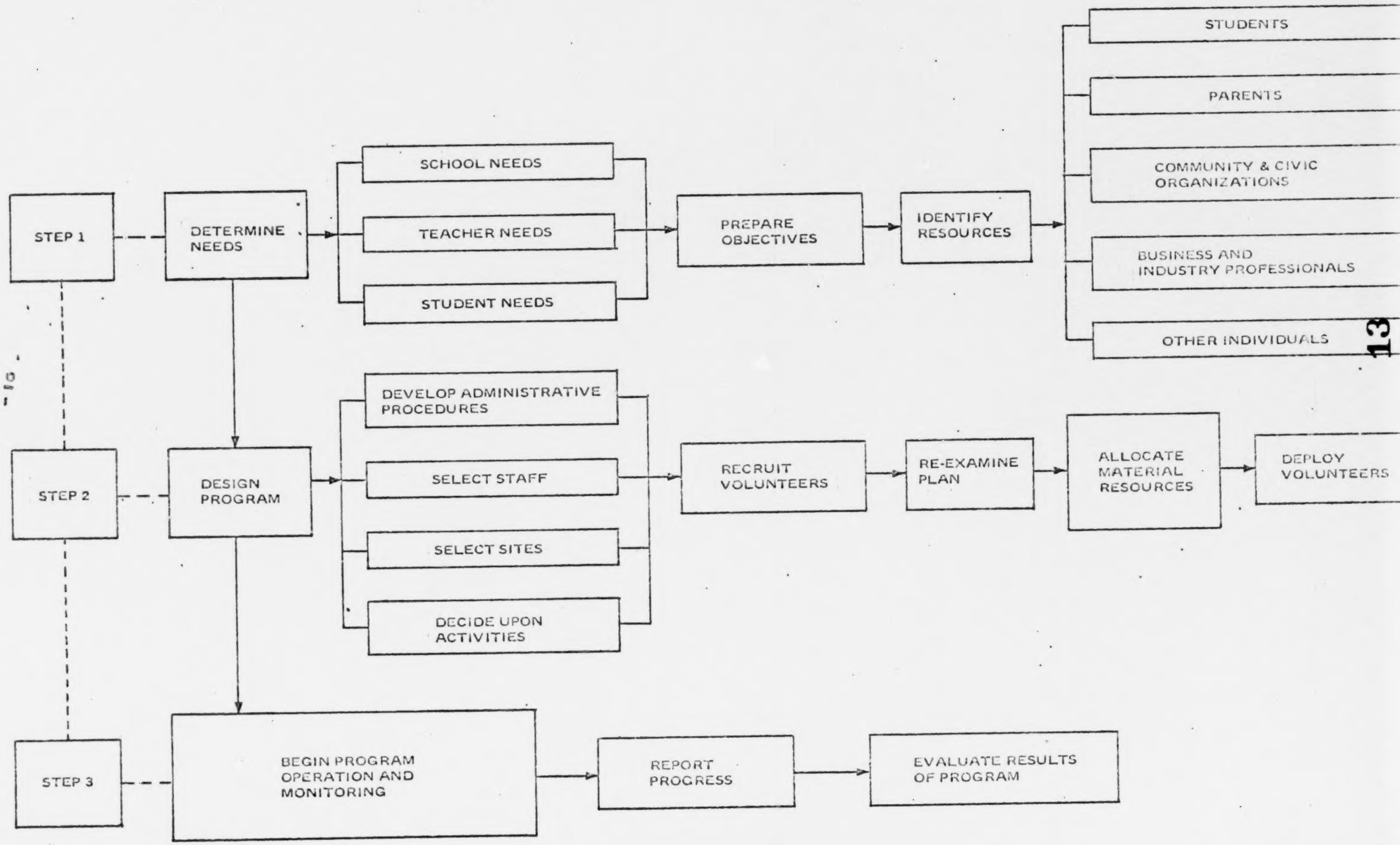


II. ORGANIZING AND DEVELOPING A VOLUNTEER PROGRAM

Once the initial approval and support of the local authorities have been secured, those establishing the program can proceed with its development. The following plan can be used for any type of program large or small, either in or out of a school. The major difference will be the amount of internal coordination necessary to make the program a success.

VOLUNTEERS

ORGANIZING & DEVELOPING A VOLUNTEER PROGRAM


STEP 1
DETERMINE NEEDS
SCHOOL NEEDS
TEACHER NEEDS
STUDENT NEEDS
PREPARE OBJECTIVES
IDENTIFY RESOURCES
STUDENTS
PARENTS
COMMUNITY & CIVIC ORGANIZATIONS
BUSINESS AND INDUSTRY PROFESSIONALS
OTHER INDIVIDUALS
STEP 2
DESIGN PROGRAM
DEVELOP ADMINISTRATIVE PROCEDURES
SELECT STAFF
SELECT SITES
DECIDE UPON ACTIVITIES
RECRUIT VOLUNTEERS
RE-EXAMINE PLAN
ALLOCATE MATERIAL RESOURCES
DEPLOY VOLUNTEERS
STEP 3
BEGIN PROGRAM OPERATION AND MONITORING
REPORT PROGRESS
EVALUATE RESULTS OF PROGRAM

1. Determine Needs

The first step is to determine what needs the program must meet. This is best done by consulting with appropriate personnel, both administrators and teachers, to identify the real and persistent needs of a given situation. Needs to be considered include those of the school, those of the teachers and those of the students. Once these needs have been determined, they should be ranked in priority order from the highest to the lowest. Those developing the program must now decide which needs can possibly be met, considering actual and potential resources.

After the needs have been decided upon, the possibility of implementing them should be discussed with school authorities.

2. Prepare Objectives

Taking the needs into consideration, the next step is to develop objectives which are stated in behavioral terms whenever possible. In the development of objectives, care should be taken to outline the sub-goals necessary to make the program objectives a reality. From these overall program objectives, specific institutional goals may be developed. These should stress the need for tutoring, library service, etc.

Many direct and indirect benefits stem from the establishment of program objectives. The involvement of key school staff and volunteer leaders in the decision-making will benefit the program by establishing rapport and defining the roles of all involved. Furthermore, concise identification of goals and objectives leads to the development of an effective, workable structure for the volunteer program. Such identification will assist in the recruitment process.

3. Identify Resources

Based on the needs and objectives, available resources to implement the program should be identified. Such resources fall into two categories: (1) material and financial resources and (2) human resources or potential volunteers (Potential volunteers include students, parents, community, civic, social and fraternal organizations, business and industry personnel, senior citizens and other individuals interested in participating).

If a steering committee for the program is desired, it should be established at this point. Criteria for serving on the committee should be formulated.

If the program is city-wide, the steering committee should represent: (1) a cross-section of the population, (2) organizations who can assist in recruiting volunteers, (3) those who can bring financial or material resources to the program, e.g. printing, graphic designs for flyers, accounting, etc., (4) those who will participate, as volunteers, in the various phases of program administration.

Necessary materials, equipment and funds for program operation should also be identified now.

4. Design Program

When organizing a volunteer program, allocate adequate time for in-depth planning. As the plan is formulated, write it down. A written plan, containing all vital elements, makes a program tangible, eliminates some of the uncertainty and provides a guide for solving problems which may arise.

The following steps should be a part of any program design, once modified to meet local needs:

1. Obtain administrative approval for the program from the necessary officials.

2. Identify the services to be performed by volunteers and how these services are best provided.

3. Prepare personnel practices for volunteers in conjunction with central administrative policy including:

    a. Legal responsibility and insurance coverage for volunteers
    b. Medical standards to be met (e.g. chest x-rays).

4. Draw up budget and secure necessary funds.

5. Outline duties and functions of leadership positions.

6. Select coordinator and other needed staff.

7. Establish criteria for and method of recruiting volunteers.

8. Plan for orientation program in cooperation with local education authorities.

9. Develop routine procedures and forms to be used in program operation.

10. Develop plan for selling the program to the public.

The steps outlined above represent one way of planning a program for volunteers. Some definite form of organization is necessary for efficiency and effectiveness. Alternative methods may be designed and adapted. Most effective organization and planning is often that which is determined jointly by school staff and prospective volunteers.

5. Recruit Volunteers

The most important component of any program are the volunteers who provide the service, time and talent without which the program could not operate. Special attention must be given to the recruitment of volunteers. Specifics for a profitable recruitment campaign are outlined in the chapter, "Recruiting Volunteers," pages

6. Re-examine Plan

Before the volunteer program begins, all aspects of the plan should be checked and rechecked to assure that no part of the program design, no matter how small has been left out. Relate the plan to numbers and types of volunteers recruited. Care must be taken not to overestimate resources. It is better to expand the scope of activities than to overestimate and be forced to cut back services or spread them too thin (remember, for the want of a nail, a kingdom was lost!). Once checked, resources can be allocated and the program is underway.

7. Allocate Resources

For maximum utilization of volunteer services, resources, both material and people, must be allocated wisely. A clear definition of the role and responsibility of all involved in a volunteer program makes for a successful undertaking.

a. Administration - The well-being of a school is the responsibility of the principal. Therefore, it is essential that the principal and his staff manifest interest in the program. Such interest is shown is actions of wholehearted support so that the role and functions of volunteers will be understood and accepted. However, as a word of caution, the principal's influence on the volunteer program should not be so authoritative that staff feels it is being "pushed down their throats." A genuine interest can inspire greater positive response within the school.

b. Coordination - The role of the volunteer coordinator should be considered in detail. It is essential that one person have primary responsibility for the operation of the program. Plans for the actual operation of a program and the duties of those involved are fully explained in the chapter on program administration, pages

c. Materials - At this point, the equipment, materials and supplies to be used by volunteers should be available at the sites where volunteers will be working.

8. Deploy Volunteers

The final step, prior to actual program operation is the deployment of the volunteers who have been recruited. Consideration for the assignment of volunteers is covered in the chapter, "Interviewing, Selecting and Assigning Volunteers," pages

9. Begin Program Operation and Monitoring

Monitoring procedures should begin with the program. Such procedures will assure that volunteers are fulfilling their assignments and provide for the compilation of data necessary for a year-end evaluative report.

10. Report Progress

Periodically, the information compiled from the reporting forms e.g. types of volunteers, time sheets, types of services performed, evaluation sheets from principals, teachers and volunteers, should be given to persons responsible for administration of the program. This information is then used for evaluation and necessary reports. Regular assessment of this information will serve to indicate ways in which the program needs to be altered to meet its objectives.

11. Evaluate Program Results

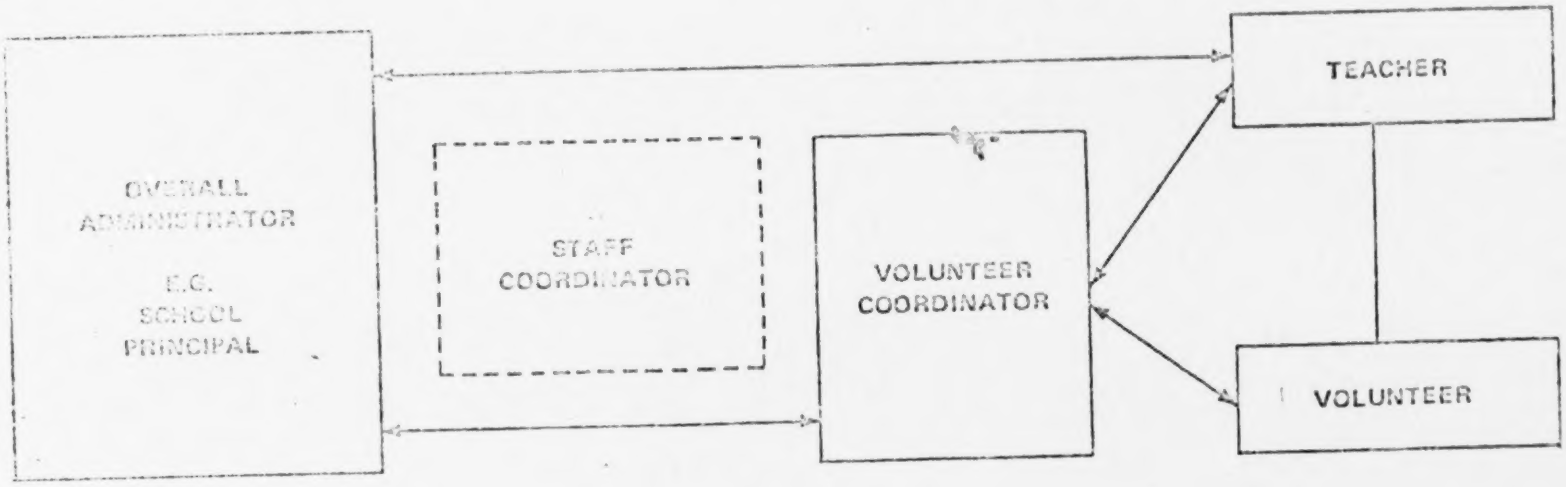
The year-end evaluation of program results should lead to an overall

re-examination of the operating plans, as well as an examination of the goals the program seeks to meet. Designs for program evaluation are discussed in the chapter on evaluation, page

III. ADMINISTRATION OF THE VOLUNTEER PROGRAM

The volunteer program must be responsive to the needs of and resources available at each institution it serves. In the administration of a program, as well as in planning for it, the staff of that institution must be involved. The paramount consideration is that the volunteer program be a cooperative effort between the volunteers who give service and the institutions which are the immediate or ultimate recipients of that service.

In any volunteer program, whether operating in a single institution or city-wide, there are certain administrative functions which must be performed to insure efficient operation. In a single school program, the administrative structure may take the following form:


OVERALL
ADMINISTRATOR
E.G.
SCHOOL
PRINCIPAL
STAFF
COORDINATOR
VOLUNTEER
COORDINATOR
TEACHER
VOLUNTEER

*OPTIONAL POSITION

RESPONSIBILITIES OF THE SCHOOL ADMINISTRATION

Within the school, the principal, whose responsibilities includes school staff, educational program and facilities, should serve as supervisor ex-officio of the individual school program. The school volunteer coordinator should also be under the direct supervision of the principal. For a successful school volunteer program, responsibilities of the principal should include:

1. Discussing the program with the school staff and enlisting their support
2. Assisting in the identification of the types of volunteer service needed by the staff
3. Outlining specific school procedures to be followed by volunteers
4. Making working space available for the volunteers and providing access to lounge and bathroom facilities
5. Meeting with volunteers and staff to create a team spirit
6. Assisting in the evaluation of services performed by volunteers

Because of the many responsibilities a school principal has; some of the above duties, specifically one through four may be detailed to a professional staff member. (This position is indicated by the dotted box in the diagram.)

RESPONSIBILITY OF THE VOLUNTEER COORDINATOR

The volunteer coordinator, working under the direction of the principal and in cooperation with the staff coordinator, if one has been appointed, must:

1. Assign volunteers.
2. Process teachers requests for volunteer aid.
3. Keep files and records of volunteer activities within the school.

4. Confer with principal and staff whenever necessary

5. Conduct or participate in meetings with staff and/or volunteers to:

    a. Orient volunteers to the school situation (see Orientation and Training of Volunteers.

    b. Provide preservice training for volunteers to work in specialized areas of need, e.g. reading, language arts, mathematics, science, English as a second language.

    c. Assist staff in the effective utilization of volunteers (See Orientation and Training of School Personnel, p.)

6. Determine the need for workshops or in-service to increase the volunteers' capacity to serve

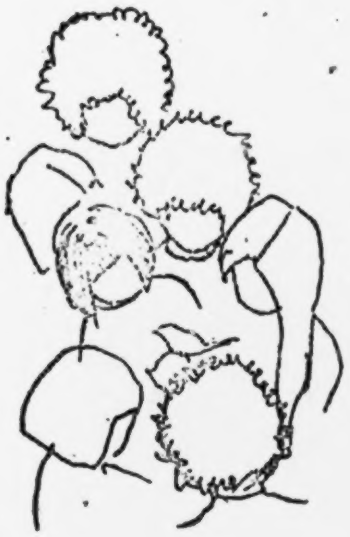
7. Plan meetings so that volunteers may become better acquainted with each other, discuss problems, exchange ideas and seek solutions to commom problems

8. Check with volunteers who miss time or are unable to fulfill a specific assignment as scheduled

9. Arrange for recognition of volunteer service within the school

RESPONSIBILITIES OF TEACHERS USING VOLUNTEERS

The teacher is a key person in guiding the practical learning experiences of volunteers. The following suggestions are intended to help make the best use of the teacher's supervision within the limits of time available.



1. Try to arrange an informal session with the volunteer at an early date to discuss the program, and what to expect of the children. Orient the volunteer to the kind of help you would like from her. Try to have a little variety in the tasks assigned, but use her services in any way that will be of help to you and the children. The staff volunteer or volunteer coordinator should be trained to assist you in planning an ever increasing variety of activities.

2. Plan the work you want the volunteer to do before she come to your room. Create early opportunities for volunteer contacts with individual children. Be specific in your directions.

3. If you are not going to need your volunteer at her regular time, or if you are going to be away from school, advise the volunteer or volunteer coordinator in advance so that arrangements can be made to utilize her elsewhere.

4. If you do not need your volunteer ful time, release her so that she can help another teacher.

5. Brief your volunteer in fire drill and dismissal procedures. Introduce her to the teacher next door.

6. Anticipate information the volunteer will need to carry out assigned duties. Show her where to find materials, how to set up an activity, what books to use with a group, etc. Tell her what limits to set, what special needs individual children have and what to expect of the children.

7. Avoid assigning responsibilities beyond a volunteer's ability. Do not leave a volunteer with too many children or too large an area to supervise.

8. Provide increasing job responsibility for the volunteer as she gains in knowledge and proficiency.

9. Expect the volunteer to be businesslike about attendance, being on time, staying with assigned responsibilities, and accepting direction from the teacher. Although the job is a volunteer one, the commitment is professional.

When volunteers feel they are an integral part of the school team, they are more likely to impart to the community an appreciation and understanding of the job being done by school personnel.

RESPONSIBILITIES OF THE VOLUNTEER

The volunteer expresses concern for, interest in and acceptance of those with whom she works. She is responsible for maintaining a professional attitude of mutual respect and confidence. She should also:

1. Be willing to offer supportive and supplemental service under professional supervision and direction.

2. Be punctual and reliable in fulfilling the assignment and notifying the school in case of absence.

3. Become familiar with school and classroom polocies and practices.

4. Be capable of adjusting to the teacher's way of doing things and following her directions.

5. Be willing to have short conferences, periodically, with the coordinator and/or teacher to make for a more rewarding experience.

ROUTINE PROCEDURES

For the smooth operation of a program, procedures similar to those given below should be standardized:

1. Each volunteer unit should maintain a time sheet for volunteers to sign in and out on each day of service.

2. An index card file should be maintained for volunteers in the office. If should list name, address, telephone, person to be notified in an emergency, special skills, etc.

3. Regular procedures should be established for volunteers to notify the volunteer coordinator of absences beforehand.

4. Each volunteer should record daily in a log book the services she performed, her reactions, suggestions, problems, and requests for help.

5. Orderly procedures should be developed governing volunteer use of materials.

6. A permanent record card should be left at the volunteer central office.

As the volunteer program expands to include more sites, it may be desirable to appoint area coordinators, preferably from those who have had previous experience as a volunteer coordinator or as a volunteer. Under such a structure, the duties of area coordinators would include the following:

1. General supervision of sites in the district.
    a. Processes teachers' requests and assigns volunteers.
    b. Shares with the professional staff the on-the-job training of volunteers.
    c. Supervises volunteers if there is no volunteer coordinator.
    d. Shares with the volunteer coordinators the responsibility of supervision and evaluation of the work of the whole volunteer program at each and in her district.
    e. Confers with principals and teachers and attends faculty meetings when necessary.
    f. Holds regular meetings with volunteer coordinators in the district to stimulate exchange of ideas and the development of new programs and procedures.
    g. Identifies volunteer leadership.
    h. Is available to individual volunteers for consultation and guidance.
2. Liaison between central volunteers office and volunteer units in her district.
    a. Consults with the volunteer program director on questions of policy and procedure.
    b. Reports on new procedures originating in her area
    c. Processes and relays requests for additional services
    d. Does initial processing of requests for expansion of programs within her district.

e. Attends staff conferences at central office.

f. Presents regular evaluation, statistical, and financial reports to central office.

g. Secures or develops materials needed in the program.

3. Liaison between district personnel and volunteer units.

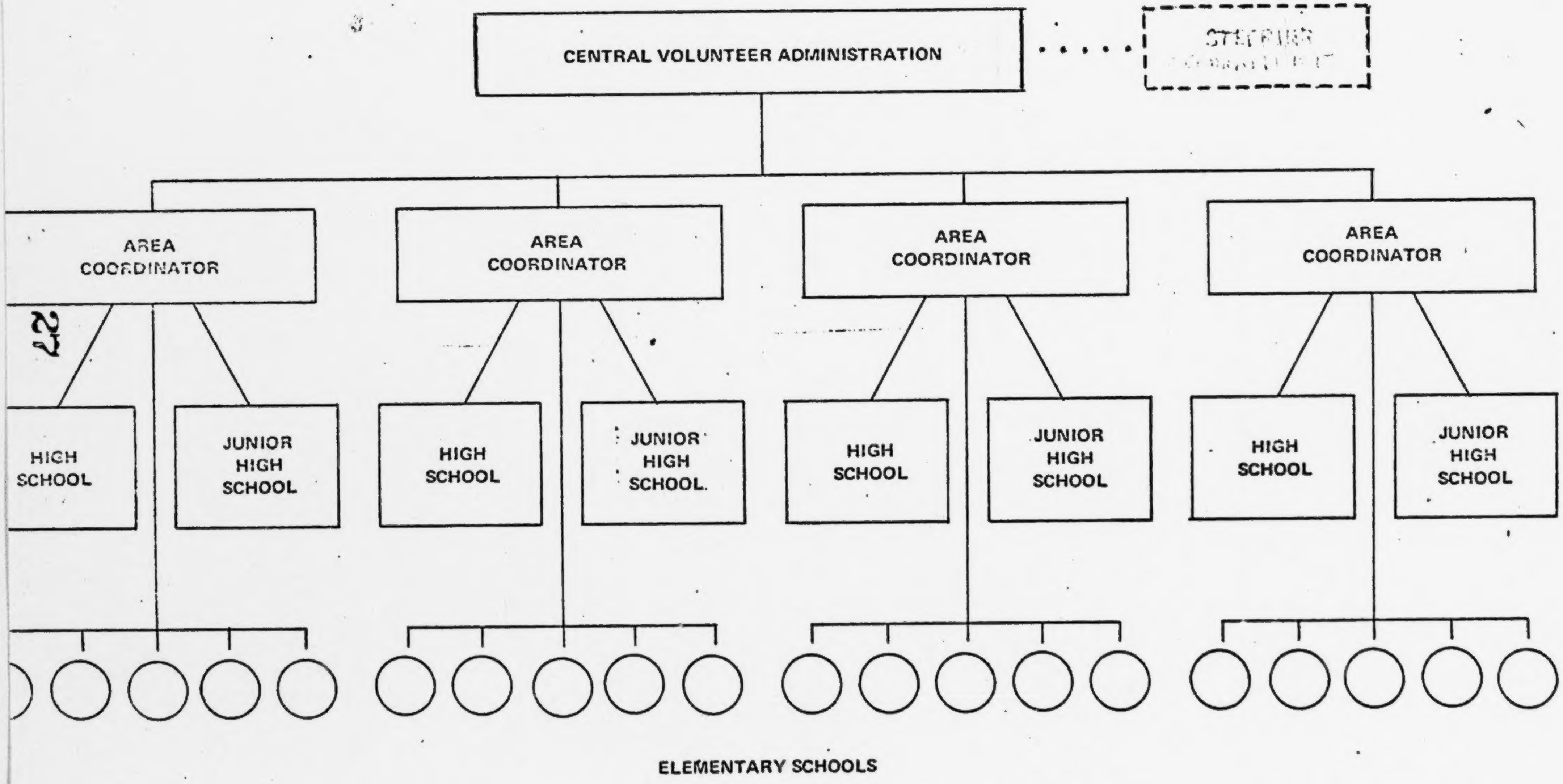
a. Assists in identifying areas of need in a district.

b. Assists in planning, arranging, and conducting training sessions in individual sites and in the district.

4. Assistance in promoting good public relations between the volunteer units and the community.

If the program is city-wide, it will be necessary to have a Director responsible for all volunteer activity. Generally this position is a paid one with job function and duties described by the school or other sponsoring organization. The structure of a city-wide program often resumbles the following:

CITY WIDE COORDINATION 1


CENTRAL VOLUNTEER ADMINISTRATION
STEERING COMMITTEE
AREA COORDINATOR
AREA COORDINATOR
AREA COORDINATOR
AREA COORDINATOR
HIGH SCHOOL
JUNIOR HIGH SCHOOL
HIGH SCHOOL
JUNIOR HIGH SCHOOL.
HIGH SCHOOL
JUNIOR HIGH SCHOOL
HIGH SCHOOL
JUNIOR HIGH SCHOOL
ELEMENTARY SCHOOLS

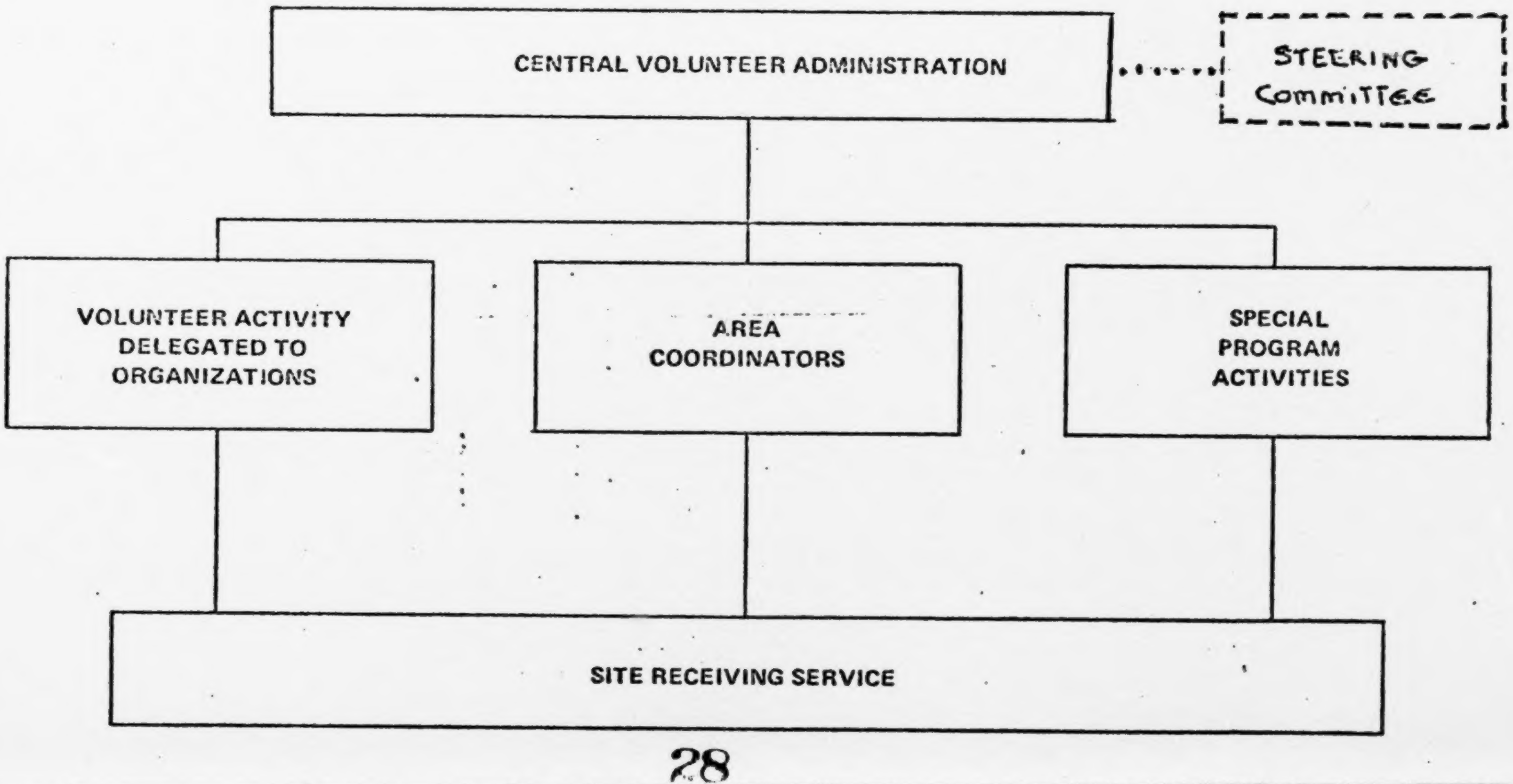
Areas can be assigned by dividing the city into the most manageable grouping of schools or other educational sites.

~~[illegible]~~

The organizational plan shown emphasizes a geographic division of responsibility with an area coordinator managing all program components in her district regardless of grade level or sponsoring organization. Such a structure is very effective when volunteers work at widely dispersed sites. An expanding program may also be structured on the basis of its components.

Under such an organization, area coordinators are responsible for the management of regular school and tutorial volunteer service. Individual organizations which have been delegated specific program responsibilities such as the provision of library services to elementary schools, for example, report directly to the central administration. Other special program activities, e.g. a human resource volunteer bank, are handled by the central administration. Such an organization is structured as:

CITY WIDE COORDINATION 2


CENTRAL VOLUNTEER ADMINISTRATION
STEERING COMMITTEE
VOLUNTEER ACTIVITY DELEGATED TO ORGANIZATIONS
AREA COORDINATORS
SPECIAL PROGRAM ACTIVITIES
SITE RECEIVING SERVICE

BE A
VOLUNTEER

IV. RECRUITMENT OF VOLUNTEERS

Volunteer recruitment is a vital process that requires careful planning. A recruitment plan can be formulated to meet the total volunteer needs of a school or educational program or it can be designed for specaial projects occuring at certain seasons of the year. A concentrated recruitment campaign can span one month longer. Recruitment is actually a year-round activity, but most organizations plan intensive recruitment efforts during the course of a program year. For example, one successful organization conducts special recruitment activities three times each year: September following summer vacation; January, following the December holiday season and in May to meet needs of summer programs. Recruitment must be on-going to meet new needs to compensate for volunteer turnover and attrition.

Few new programs it is imperative that the recruitment process concentrate on developing a corps of dedicated well trained volunteers. These first volunteers will decide whether the program will be a success or a failure. These volunteers must have a very clear picture of what they will be doing. Many professionals may be apprehensive about having volunteers working with or near them; therefore volunteers in a new program must be able to carry out their tasks causing as few interruptions or intrusions as possible. The climate these first volunteers are able to set will lead to a wider acceptance of volunteers by other teachers or professionals in the school or agency. These first volunteers are truly trailblazers and must be recruited accordingly!

What kind of individual should the volunteer be? If a "magic formula" were devised, the ideal volunteer should:

1. Be a reliable, friendly, flexible person
2. Have time and a willingness to serve on a regular basis
3. Recognize that educational handicaps contribute largely to waste of our human resources
4. Have - or be willing to acquire - skills that are needed to improve and enrich a learning program
5. Possess adequate communication skills. An important exception to this qualification is the volunteer who may know very little English, but can converse with a non-English speaking student in his own language and make his school environment more understandable.
6. Have good health and moral character
7. Feel deeply an obligation as a citizen to support and help the schools in their effort to educate each person to the limit of his capacities

SOURCES OF VOLUNTEERS

Potential volunteers include housewives, parents, retired persons, professional, military or business and industrial personnel on off duty or released time. College and high school students also are good volunteers.

Before a recruitment campaign is begun, there are several factors which must be taken into consideration:

1. Local or state laws which may place limits on the scope of volunteer service
2. Hours or seasons for which persons are available. For example, if college students are being recruited, it is wise to remember that their service will be cyclical -- heavy at the beginning of a term and falling off as time for final exams and term papers approaches
3. Appeal of certain types of volunteer service to younger people
4. Availability of public transportation to and from the site of volunteer activity

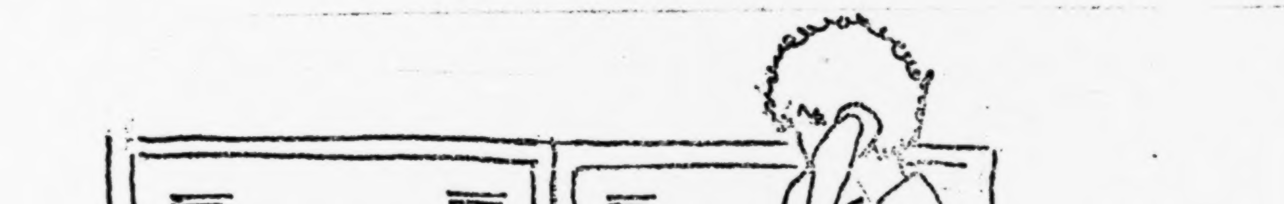
If the school is open during the evening or on the week-end, persons unable to participate during the day because of their jobs may find it possible to volunteer during these time. Also, persons working a night or midnight shift may be approached to volunteer either before they go to work or on their way home from the job.

Retired persons are good potential volunteers. A person who has given twenty or more years to a job has accumulated a wealth of knowledge and certain skills that can be valuable to a volunteer program. Many retirees desire to develop and maintain relationships with members of the younger generation. Volunteering is a good way for them to develop such associations; seldom is there a "generation gap" problem.

Another rich source for volunteers are ex-Headstart - or Follow Through parents and parent coordinators. If there is a Headstart or Follow Through program in your area, the director can identify for you parents of Headstart graduates or Follow Through Volunteers. Having been involved in school activities, these parents can bring very interesting experiences to a volunteer program. Often, through their work these parents or volunteers have developed good working relationships with members of the school staff and can aid in the identification of areas in which other services are needed. They can also be invaluable recruiters of other interested people from the community.

THE RECRUITMENT PROCESS

The basic message of any recruitment campaign is two-fold: First, it must emphasize that school personnel recognize the importance of volunteer



service. Secondly, it must not misrepresent the job to be done by volunteers. There have been unfortunate instances when potential volunteers were approached with a distorted picture of the nature of volunteering: "It won't take much of your time. Just let me add your name to our list and we won't bother you often." This type of approach does a disservice to the volunteer program, to persons needing volunteer assistance and to the volunteer.

The responsibility for volunteer recruitment can be delegated to a Recruitment or Public Relations Committee whose membership should reflect a cross-section of the community being served and from which volunteers will be drawn. The functions of this committee include:

1. Maintaining a current inventory of the need for volunteers. This inventory may be compiled from a "Request for Volunteer Service" form received from teaching staff and volunteer leaders.

2. Maintaining a prospect file of potential volunteers, including former volunteers.

3. Developing a recruitment plan, including campaign timetables, and precise recruitment techniques.

4. Providing the primary leadership and direction for implementation of the recruitment plan.

5. Identifying the sources of volunteers, including civic, professional and community organizations, social and religious groups, fraternal organizations, retired teachers and PTA members, alumni associations, local universities, college, high schools and independent schools, Head Start mothers, etc.

6. Identifying various community and neighborhood leaders who can assist in the recruitment.

7. Handling public relations arrangements including newspapers and radio and television stations for public service "spot" announcements.

METHODS OF RECRUITMENT

There are three basic components to any recruitment campaign: individual or personal recruitment, mass or public recruitment or delegated recruitment.

INDIVIDUAL OR PERSONAL RECRUITMENT

This is a direct appeal on a person-to-person basis between active volunteers or working staff and friends or individuals specifically identified as prospective volunteers. The person involved in a volunteer program personally asks and encourages another to join in. Follow-up is important since the first approach may not achieve a firm response. A letter may be sent with written descriptive material. Then another personal visit or phone call may help. Here, informality is the key.

Another technique that has proven successful is the "everybody-bring-a-friend" approach. A party is planned or an open-house, private tour, or other special event related to the volunteer program is scheduled. The time when volunteers receive recognition or completion-of-training certificates is a good one. Each active volunteer is asked to bring a friend or person who is a prospective volunteer. The prospect is not necessarily "signed-up at the event, but he receives information about the program, the need for volunteer service, and an understanding of the goals of the program. The event should be well publicized to assure maximum participation. Follow-up on the prospective volunteers must be carried out after a short period of time.

Several other techniques can be employed when the individual approach is used. In peer recruitment, recruiters similar to prospective volunteers are used; parents recruit parents, retired persons recruit other retired persons, etc.

A prospective volunteer may also be invited to observe volunteers in action, or attend a committee meeting. This observation experience may be just the thing to persuade a person to join the team. Or the prospective volunteer may be encouraged to serve in an apprentice role for a short period of time, performing certain services under the direction of an experienced, active volunteer.

The individual or personal method is particularly good for new programs as it permits the recruitment of dedicated volunteers who can assure the success of the program. Volunteers recruited in this manner can be immediately incorporated within the program while their enthusiasm is still extremely high.

Community residents are best recruited through an individual approach. Often persons living in the vicinity of a school or agency are interested in becoming involved in its activities, but have trepidations as to how their assistance will be accepted. On recruiting community residents, the best approach is to establish contact with key people in the neighborhood. These are the people whom others in the neighborhood listen to and respect. A few minutes conversation with people in the neighborhood on the way to and from the school or agency can identify these neighborhood leaders. They, in turn, can tell you of those with the interest and time to participate in the program.

In this type of recruiting a letter or note may not be enough, but may need to be followed up by door-to-door visits. This is a time-consuming process, but the reward is well worth the effort. Once a nucleus of community volunteers has been recruited and is satisfied with the results of their work, it will become a source for attracting other volunteers.

MASS OF PUBLIC RECRUITMENT

This approach is an excellent one for established or rapidly expanding programs as its efforts are designed to reach a large number of potential volunteers to fill numerous vacant jobs. This method should be followed up by a program of individual recruitment. Techniques for mass or public recruitment include:

1. Use of ads in local newspapers, military base newsletters, spot public service announcements on local radio and television stations and posters.
2. Organization of a Speakers' Bureau consisting of people who are representative of the population to be reached. The Bureau could include active volunteers, school staff, and persons who have received assistance from volunteers. It is important that all speakers be prepared and capable of representing information to a variety of groups and organizations on the value and significance of the volunteer service.
3. Publication of a recruitment newsletter or contributing articles on the need for educational volunteers to the school or community newsletter. Such newsletters should reach key community leaders, members of the advisory board or steering committee and other appropriate people in the community. Follow-up would include speaking to groups which these community leaders represent.
4. Preparation of hand-out recruitment brochures or leaflets to be distribute to places frequented by many people, such as supermarkets, clinics, community centers, libraries, churches, movies, shops, clubs, etc. These can also be incorporated into business hand-outs or flyers and mailed. Brochures and other printed materials may be effective in arousing interest, but personal follow-up is necessary to obtain definite commitments for volunteer service.
5. Arranging for tours of the school or agency to be served as part of "open-house" programs. Such tours are good occasions for informing people of the opportunity for volunteer service and distributing publicity material.
6. Participation in the orientation program held for all new school personnel at the start of the school year. This is a good opportunity to distribute information about the volunteer program. Follow-up with those staff members expressing interest may be carried out in a personal manner.

7. Preparation of letters to be sent to parents inviting them to participate in the volunteer program. Often a letter a child brings home may pique a parent's curiosity about a volunteer program and encourage him to become a volunteer. Samples of letters which may be sent home are at the end of this section.

Working closely with the school information officer during a mass recruitment campaign can have great value. Not only can he provide technical assistance and leads for contacts, but this close association will aid in good staff-volunteer relationships in the actual program.

DELEGATED RECRUITMENT

It may be possible to delegate certain recruitment activities or portions of the program to a specific agency or organization. Churches, synagogues and fraternal, civic and social organizations within the community may be asked to announce the new program and the need for volunteers. At their meetings or services, recruitment brochures or leaflets may be distributed and a person connected with the program may make a presentation on the nature and scope of the program.

One thing cannot be overstressed! Never exclude any group or individuals from your program because they differ with your point of view. It is far better to have them openly discussing their differences than to have them plotting behind your back.

Another resource may be the local Volunteer Bureau, a central registry for individuals interested in volunteer service to which agencies make requests to meet their volunteer needs. The Bureau then tries to match the desires of volunteers with the needs of agencies. Often the Volunteer Bureau can identify other service organizations which can provide volunteers. It is possible to locate most Volunteer Bureaus through the local Health and Welfare Council, Community Chest, or Chamber of Commerce.

A second possibility is to have an organization assume total responsibility for a particular fact of a program. For example, if a tutoring program is being organized, a group, e.g. National Council of Negro Women, may wish to set up a library component to complement the tutoring program. In this case, the NCNW would draw up its own program to dovetail with the tutoring program and assume responsibility for recruiting the necessary volunteers to make the library component operational. Although it would be run by a different group, the library component would be considered a part of the total school volunteer program. Such delegation of program components may be planned for a single school or for an entire school system. It is important to see that all necessary arrangments with each organization agreeing to accept delegated responsibility are carefully worked out and completely understood by all parties involved.

One resource for volunteer recruitment which cannot be overlooked is the effective and satisfied volunteer. The most successful recruitment campaigns are those which involve volunteers who have fully enjoyed their participation. Personal enthusiasm can be highly contagious and provide the spark to kindle interest into a willingness to try volunteer service.

Following are sample forms which will be useful in a recruitment campaign:

(Parental Recruitment Letter)

Dear Parents,

Our boys and girls are our most important resources. We share a common purpose - educating children. Many children need individualized attention and you have had varied experiences which can help our children grow. You CAN help many of our children in school. We need volunteers to help the teacher in ways which will allow her to provide more personal assistance to our children.

If you are interested in serving as a volunteer, we will be delighted to hear from you. The __________________ Volunteer Program is a project sponsored by _________________________________.

We have attached a list of duties which can be done by volunteers. If you have a special ability or interest which has not been listed, please insert it on the bottom of the sheet.

You are invited to a brief meeting to discuss the volunteer program in more detail. Let us know if you can come!

OR

You are invited to meet with the volunteer coordinator to discuss your participation as a volunteer.

DATE:

TIME:

PLACE:

Sincerely yours,

Principal Volunteer Coordinator

Sample Check List to Accompany Recruitment Letter

I would like to:

_______________ Assist in the classroom.

_______________ Work with small groups of children.

_______________ Work with an individual child.

_______________ Work in the library.

_______________ Assist in safety patrols.

_______________ Make posters and displays.

_______________ Help with clerical chores.

_______________ Prepare instructional materials.

_______________ Act as interpreter for non-English speaking children.

_______________ Act as a resource person in science.

_______________ Speak to classes on my specialty, which is _________

_______________ Help on the playground.

_______________ Other interest (please specify)

_________________________ name   _________________________ address   ____________ phone

Day or Days I can help:

Mon. __________ Tues. _________ Wed. __________ Thurs. _________ Fri. ___________

Hours I can Help: At Home ___________________ At School ________________

Other: ________________

_______________________________ NEEDS YOU!
(name of program)

Can you spare a few hours a week to help children? If you are interested, plan to join our volunteer program.

The (name of program) , sponsored by the _____________________ is developing a group of volunteers to help children (adults) in our community.

Volunteers are men and women of all ages, from all walks of life, who are willing to serve on a regular basis. They are united in one common purpose - a desire to help!

We need interested volunteers to help children (adults) in and out of the classroom during school hours and after school. For further information, please contact ____________________________ at ____________________________ and come in to learn more about the program.

ORGANIZATIONAL QUESTIONNAIRE
FOR EDUCATIONAL VOLUNTEER PROGRAMS

Inquiry date ____________________ Interview date ________________

Name or organization ____

Name of contact _____________________ Telephone number __________

Number of members willing to participate on a regular basis __________

Primary area of interest (Check as many as applicable)

_____ Tutoring children

_____ Working with delinquents

_____ Working with dropouts

_____ Working in libraries

_____ Other (specify)

_____ Working with the handicapped

_____ Working with the mentally retarded

_____ General school assistance

_____ Afterschool program

_____ Enrichment

Is the group interested in the regular program or in developing a special program component? ______________________________

If interested in a special component, please explain briefly __________

____

At what site(s) would this component operate ____________________

____

Proposed time of service

______Week-days

______After school

______Evenings

______Week-ends

With what frequency?

_____Weekly

_____Bi-monthly

_____Monthly

Are there any apecific limitations on the service this organization can give?

__________ If yes, please explain ______________________________

____

Who will be volunteer coordinator for this project?

Name ___________________________ Phone number ________________

Address ____

VOLUNTEER REGISTRATION FORM

Front

4" x 6"
Sample

REGISTRATION FORM

NAME ____________________ ____________________
last first

ADDRESS ____________________ Zip ______ Phone ______________

Age _______ Marital Status S_M_W_D_ No. of children__Ages_______

Occupation ____________________ Employer ____________________

Address ____________________ Phone ____________________

Education: Circle last year completed - Grade 5-6-7-8-9-10-11-12

Major Subjects __________________ College 1-2-3-4- Graduate

Special Training ____

____

Activities, Organizations ________________________________

____

Back

Special Skills, Hobbies __________________________________

____

Languages _________ Car - Yes ___ No____ Liability Ins. Yes___
No ____

Volunteer Work Desired:

Youth _____
Children_____
Elderly ____

Handicapped _____
Indoors _______
Outside _______

In office _______
In facility _____
In your home ____

Time available:

Mon. ____ Tues. _____ Wed. ____ Thurs. ______ Fri.___
Sat., ____ Sun. _____ Mornings ____ Aft.____ Evenings ___

Heard about volunteer job from____________________________

____

Date ___________ Interviewer ______________________________

VOLUNTEER REGISTRATION FORM

Mr. Mrs. Miss ______________________________
Last name first

Address ______________________________
city state zip code

Phone number ______________ Age ________

Person to be notified in emergency ______________________________
name

____
address phone number

Physical limitations ______________________________

Children: Name Age School

____

____

Education (Circle highest grade) 8 -9 -10 -11 -12 College 1 -2 -3 -4 Grad.

Work Experience

Position ______________ Employer ______________

______________ ______________

Volunteer Experience

Kind of service ______________ Organization ______________

______________ ______________

Skills and Interests

____

____

Type of volunteer work preferred

Tutoring aide ______________________________
reading mathematics other (specify)

General school aide ______________ Volunteer office aide ________

Enrichment aide ______________________________
(indicate area of interest)

Level of school preferred Pre-K _____ Kindergarten _____ El. _____ Sec. __
_____ Post Secondary

Check days and hours you can serve:

	MON	TUES	WED	THURS	FRI
AM					
PM					

Prefer working in neighborhood ___
Prefer working out of Neighborhood ________

REFERRED BY ______________________________

be a VOLUNTEER !

Who	ALL INTERESTED PEOPLE
Where	AT A SCHOOL IN YOUR NEIGHBORHOOD
When	DURING THE SCHOOL DAY
What	HELPING CHILDREN LEARN

How CONTACT

____

AT

____

OR
COME TO

____

____

V. INTERVIEWING, SELECTING AND ASSIGNING VOLUNTEERS

INTERVIEWING POTENTIAL VOLUNTEERS

Any organization that hopes to succeed knows it is necessary to have competent personnel. Competence can be defined as a fitness for purpose, and every job requires some degree of fitness.

Volunteer programs will be effective to the extent that volunteers are competent for their jobs. Thus the success of volunteer service depends on fitting the right person to the right job. This is the basic objective to be met in interviewing prospective volunteers.

Some persons having an interest in volunteer service are surprised to learn that the interview should be standard procedure. However, prospective volunteers seldom resent it, providing it is managed with skill and personal consideration. The interview can serve to make the volunteer feel important because she knows that her ability to perform meaningful activities will meet specific needs of the school or agency served.

The interviewing of the volunteer is usually done by the volunteer coordinator, but this procedure may be shared with others. In any case, the persons interviewing should have certain skills and experiences. They should be skillful in observing and at ease when conversing with strangers. Interviewers should also be very familiar with the philosophy and procedures of the volunteer program and have knowledge of all volunteer jobs currently available. It is extremely helpful if the interviewer has served as a volunteer or spent time observing volunteers in action. This will enable the interviewer to give clear explanations of what is expected of a volunteer and what a volunteer can expect from the program.

Although many think of interviewing as a highly technical skill practiced by a small number of professionals, many of the techniques of interviewing are practiced daily in ordinary conversation. By building on that base of commom experience, it is easy to acquire proficiency in interviewing.

Interviewing is communication, with the particular purpose of gaining knowledge of prospective volunteers and determining their potential to help meet the needs of the volunteer program. The goals of interviewing are (1) establishing a friendly relationship, (2) securing information, (3) giving information, (4) providing potential volunteers a chance to ask questions about the progra, and (5) determining where they can be used in the program. The interview should not be viewed as a slecting out process, but rather as an opportunity to assure that each potential volunteer is placed in a situation where she can make the most of her time and skills and receive the greatest satisfaction for the time she gives.

The personal interview is an effective means of becoming acquainted with the potential volunteer, finding out individual interests and developing understanding between the volunteer and the volunteer program. Volunteers have an opportunity to express likes and dislikes, explain specialized skills or experiences and outline time available for volunteering

Group interviewing is another effective means of developing goodwill and understanding between potential volunteers and the program. While the opportunities to become personally acquainted and learn of individual interests are diministed, there are certain advantages. Persons with urgently needed skills can be encouraged to participate through a group interview. The fact that individuals familiar with the program can expand community awareness may result in others joining the program. It may be necesarry to follow-up the group with personal interviews of the more interested people. Group interviewing has special application when clubs or organizations assume responsibility for a special component of a volunteer program.

Effective interviewing achieves feelings of mutual confidence between the interviewer and potential volunteer. As with other skills, practice helps the interviewer become more successful at creating these feelings. Speficif techniqies that can assist are:

1. Put the potential volunteer at ease with a warm greeting. Perform an overt act such as offering a chair or taking a coat. Start the conversation with a general remark about a general topic. Continue pleasant conversation until the volunteer is relaxed. Remember, conversation must always be volunteer-centered.

2. Begin the interview where the volunteer wants and help her explain what motivated her interest in the program.

3. An important interview technique is the art of questioning. Questions are asked for two purposes: To obtain needed information and to direct the conversation into particular channels. Open-ended questions are better than "yes" or "no" ones. It is very important that the interviewer be a good listener. By asking brief and relevant questions, it is possible to find out whether or not the volunteer understands the essential points which have been made.

4. Weave an interpretation of the program into the conversation. This is the art of giving information. The interviewer must look interested and present the information in an interesting manner. The amount of information given will depend upon the volunteer. One with special skills or previous volunteer experience can be given in-depth information. An applicant with few skills or no previous experience may be overwhelmed by too much information.

5. Be certain to obtain information specifically related to potential assignments. This might include physical limitations, availability of a car and definite time constraints.

6. Descriptions of possible assignment can encourage the volunteer to talk about previous volunteer or work experiences. In this manner, conversation can be directed toward educational and life experiences, including personal attitudes. Specific assignments are discussed in relation to the volunteer's experiences, interests, abilities and attitudes.

7. Don't permit an interview to drag on. It should be just long enough to become acquainted, to find out about the volunteer's interest and motivations, to provide information about the program, to answer questions and to discuss potential assignment. Normally, an interview may last up to a half hour.

8. Ending the interview when the volunteer can be placed is easy. Be certain, however, that the volunteer has a clear understanding of where and when she is to serve and what next steps must be taken, such as X-rays, orientation, etc.

9. When the volunteer cannot be placed, be honest and explain that there is no assignment consistent with the volunteer's qualifications. Subterfuges, such as waiting list or future interviews annoy and disappoint and can make the potential volunteer antagonistic toward the program. Another technique to use in such instances is that of referral to other volunteer programs. Such referral should provide the name and address of a specific person, but should not be made unless the interviewer believes the volunteer will qualify for the other agency's program. A sample interviewer's report and volunteer job description follows:

INTERVIEWER'S REPORT

Specialized areas of interest:

Type of volunteer opportunity desired:

Tentative assignment:

School:

Days:

Hours:

Orientation assignment:

Orientation completed Date

Interviewer ______________________ Date ______________

4" x 6"
sample

front

VOLUNTEER JOB DESCRIPTION

Type of work:

Purpose of job and objective:

Duties and responsibilities:

Place of work:
Contact person:
Address:
Phone number:

Minimum duration of job:

back

Volunteer qualifications needed: (education, training, experience, age, mobility, etc. when applicable.)

Orientation and training needed:

Other necessary information:

SELECTING THOSE TO SERVE

The selection of volunteers should be guided by the goals of the program. These goals, in turn, serve to reinforce the philosophy and objectives of the school or agency.

Therefore, the primary consideration is the capacity of volunteers to extend services to the student, schools or agencies. A secondary consideration is the satisfaction and enrichment volunteers experience through their service.

Individuals qualities to be considered during the selection process include:

1. A basic acceptance of differences in people, values, standards, goals, ambitions and respect for individual integrity.
2. Warmth and friendliness in relating to people.
3. Respect for the principle of confidentiality.
4. Commitment to the concept of volunteer work.
5. Possession of knowledge, learned skills, experience, hobbies and interests that enable volunteers to constructively contribute to the program.
6. Recognition of abilities and resources possessed by others, and willingness to accept their contributions to program and personal improvement.
7. Mental alertness, readiness to learn, sense of humor, and the ability to grasp new ideas and accept work evaluation by authorized supervisors.
8. Sufficient sense of organizational procedures to be able to accept discipline and work happily within established structure and policies.
9. Maturity of overlook and sense of personal security enabling one to function without continued praise from others.
10. Ability to neither impose personal values on others nor judge others by personal standards.

Each volunteer should be selected according to the job to be done, the qualifications required for effective job performance, and the attitudes verbally expressed and indirectly revealed. Experience indicates that volunteers who are carefully selected demonstrate a pattern of more regular service over longer period of time. Yet with a careful and sensitive assignment policy, most programs find spots for all desiring to serve, regardless of the uniqueness of an individual request.

ASSIGNING THE NEW VOLUNTEER

The careful assignment of volunteers can be one of the most significant procedures in the operation of the volunteer program. By assigning responsibilities that correspond with their talents, interests, and potential capabilities, volunteers can be given opportunities to contribute to the enrichment of the school or agency program, and simultaneously experience personal satisfaction.

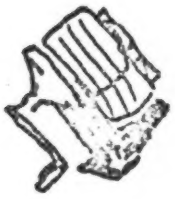
It is important that the volunteer understand the nature of a proposed assignment completely. For this purpose, written volunteer job descriptions are a big help. Clear consensus on job expectations from the beginning can reduce the likelihood of later disappointment and dissatisfaction. The need for concensus on what the job entails is paramount if the new volunteer is to remain with the program any length of time. Failure to define adequately the role to be assumed by a volunteer is a major reason for persons dropping out of a volunteer program. As most volunteers are ready to work immediately, assignment should be made as soon as possible with the volunteer's experience, skills and interests clearly in mind.

As the actual assignment of a volunteer usually occurs sometime after the initial interview, the volunteer should be called to get the details of her assignment. This telephone call should be followed by a letter telling where and when to report. The letter should also give explicit directions on how to reach the school or agency where she will be working. This would include directions to appropriate public transportation. The volunteer should also be told what office to report to and whom she is to see. While these are simple things, they can make a volunteer feel at ease when she begins her assignment.

There are four other assignment techniques ehich serve to strengthen a program:

1. As soon as possible, notify the volunteer coordinator at the school to which the volunteer has been assigned. Specify the day and hour the volunteer will be reporting so that the coordinator will be prepared.
2. At the same time, school personnel should be told of the volunteer's arrival and the job she will be performing.
3. New volunteers can be assigned in teams of two. Thus, a feeling of comfort and security is derived from entering a new situation with someone else who is also undergoing the nsame new experience.
4. In any program there are some unattractive jobs such as filling out attendance sheets and filing, which must be performed. Rather than assigning them to one volunteer, let all at one location share them on a rotating basis.

If a suitable assignment cannot be made immediately because of non-matching time, transportation difficulties, etc., the volunteer should be told the reason and be encouraged to participate in orientation meetings and other general activities. In this way, the interest of the volunteer is sustained and some of the essential training can be completed prior to actual volunteer service. It is much better to involve a volunteer in training than to delay any participation until a specific job assignment can be made.



VI. ORIENTATION AND TRAINING FOR VOLUNTEERS

When designing a training program, an administrator or coordinator should set three basic objectives:

1) To orient volunteers and to train them for the jobs they are expected to accomplish

2) To orient staff members to the program and to show them how to use volunteers effectively

3) To provide on-the-job training ans assistance for volunteers and professionals to meet needs and solve problems which arise as volunteers work

While this chapter is concerned with volunteer training, the objectives of a total training program for all involved - volunteer, professional, and administrator - must be considered through all planning.

A prime ingredient for a successful volunteer program is a well-informed and competent volunteer. Such a volunteer will be knowledgeable about the objectives of the program; she will thoroughly understand what her role is to be and she will be equipped with the skills necessary to make her assignment a pleasant and personally rewarding one. Such competence can be attained only through a sound training program. Another benefit of training activities is that they are a means of involving volunteers in the program quickly, thereby maintaining their interest and developing their skills before they receive a specific job assignment. Through training, volunteers may discover they are more interested in another type of assignment than the one for which they originally signed up.

Every one has a need for knowledge, growth and new experiences; every person wants to learn new things. Those who volunteer often have an especially strong motivation to learn. They want to learn how to help other and how to help effectively. This eagerness will make the job of the trainer a rewarding one. Each person will bring his own special skill and knowledge which he can share with the group. In turn, he will want others to share their special abilities. But a good training program will not only equip volunteers with new skills and techniques, it will also give them an opportunity to learn about themselves and to become more aware of how others see them. At the same time, it allows for a heightened awareness and sensitivity to others. This auxiliary learning will occur while the group is learning new skills, working with each other and learning about volunteer programs.

Volunteers gain new knowledge from the training situation. During training, each should be able to learn by looking at the group and at himself. One of objectives of training is to help the volunteer incorporate a new knowledge of skills and techniques into a new awareness of self and others as she prepares for her volunteer assignment.

Training may also make new experiences possible for the learners. From the training situation, the volunteer may gain new friends, new interests, a feeling of belonging to an organization which extends beyond the boundaries of a neighborhood and new contacts with a variety of people. Most importantly, each person will have a chance to do things with others- a chance to do things she has never done before.

One may well ask, how can all these objectives, both program oriented and personal, be met through training activities? It is important to remember that while some of these objectives must be planned for, many others occur simply through group interaction. But all training activities should be conceived of as an on-going program, including the following components:

1. Orientation to the volunteer program
2. Pre-service training for the job to be accomplished
3. Orientation to the specific job site
4. On-going inservice training on the job

In planning training activities, it is necessary to make a distinction between orientation and training. Orientation acquaints the volunteer with the policies, procedures and goals of the program and sponsoring agency or organization. Training should develop concrete skills to accomplish specific tasks. Orientation should be an introduction to volunteering and to the school system or agency the volunteer will be serving. It should also give the volunteer an understanding of what her role will be. The training that follows orientation is more specific and operational. It should be so structured that the volunteer knows immediately why materials are presented and how they will be used on the job.

ORIENTATION

Orientation sessions should give the volunteer an overview of the total program, as well as general information on the group or individuals with which she will be working. Orientation should take no more than two sessions of two hours each. Preferably, it will be done in one session so that volunteer interest will not wane before specific job assignments are made.

Meaningful orientation activities would include:

1. Objectives and aims, policies and procedures of the volunteer program
2. Brief survey of the development and operation of the school

system, agency or organization the volunteer will be serving, including its problems and needs

3. Areas in which volunteer assistance is needed including admininstration of the volunteer program as well as in the school or agency. This explanation should also include the basic skills needed in each area.

4. General characteristics of the group or individuals the volunteer will be assisting

5. The role of the volunteer in the school or agency setting

These sessions may be conducted by the volunteer coordinator with the assistance of school or agency personnel and experienced volunteers.

While there are many ways in which orientation may be arranged, the following formation has been used with success in many educational volunteer programs. The session will take from 3 to 3 1/2 hours and is usually scheduled for the morning as most volunteers are free at that time. However, orientation sessions should also be scheduled for the afternoon or early evening to accomodate volunteers who cannot attend a morning meeting. This will be especially true for after-school or evening tutorial programs.

SAMPLE ORIENTATION PROGRAM

8:30-9:00 a.m.	Registration of new volunteers and coffee hour
9:00-9:15 a.m.	Welcome -- Presiding Officer (The presiding officer may be an experienced volunteer, a member of the steering or advisory committee or a person closely associated with the volunteer program. Preferably, it will not be the coordinator or administrator of the program as that individual is responsible for a large segment of the orientation activities.)

9:15-9:45 a.m. "The School (Agency) Today" -- Member of the school system or agency staff

(This presentation should give an overall concept of what the school or agency is attempting to achieve through its curriculum or program. It may include an overall description of how the school system or agency operates, what its problems and needs are--and what the volunteer has done or can do to meet some of these needs to support the total school or agency program.

As a general introduction to volunteer service in the schools, a film (such as "The Art of Human Giving," prepared by the Des Moines Area Community College) may be used in this portion of the orientation.

9:45-10:45 a.m. "The Volunteer and the School (Agency)" -- Volunteer coordinator or staff member

(This presentation should interweave·

- a description of the volunteer program and volunteer service is used to support the program of the schools or agency
- the goals and objectives, policies and procedures of the volunteer program, and
- areas in which volunteer assistance is needed and what skills are required for each job.

If available, slides, a slide-cassette presentation or a film showing volunteers filling a variety of roles should be used.

The coordinator may also wish to include facts and figures on the amount of service given to the school system or agency by the volunteer program.

Volunteers should also be given materials containing the policies and procedures of the program and outlining possible job assignments and the skill requirements for each. Often this material is incorporated into "A Handbook for Volunteers.")

10:45-11:00 a.m. Coffee Break

(This will allow for an interchange among volunteers and the speakers.)

11:00-11:45 a.m.	"Roles - The Volunteer and the Professional" -- Panel composed of school or agency staff and experienced volunteers (This panel, composed of no more than three or four persons, should explore what professionals expect of volunteers. Individual presentations should run no more than three to five minutes to allow ample time for questions from the audience.)
11:45-noon	"Volunteer Assignments" -- Volunteer coordinator (There is discussion with volunteer, answering questions which have arisen during orientation. Following this, volunteers receive their assignments. Those who have indicated areas of interest requiring additional training are notified of the training schedule. Those to serve as general assistants are notified when are where to report.)

Although orientation sessions have been held for as many a 50 and as few as five people, the ideal group is composed of 20 to 30 persons, allowing for more group interaction, yet not freezing shyer people into silence. Therefore. orientation sessions should be scheduled several times a year. Usually there is little need to have orientation after Easter as most people interested in volunteering will then wait until the fall rather than begin so late in the school year.

Sometimes the problem arises of what to do with a volunteer who comes in just after orientation. Do you assign her or do you make her wait until the next orientation. The answer is a loud NO -- Do Not Make Her Wait!! By all means contact an understanding principal or school coordinator and assign the volunteer there until the next orientation. There are many means to an end and a good volunteer should not be turned aside because she had the misfortune to come in the day after orientation.

PRE-SERVICE TRAINING

Following orientation, all volunteers not working as general school or classroom assistants should receive pre-service training. Such sessions are necessary for those areas of volunteer service which demand special skills as:

1. One-to-one or small group tutoring in areas such as reading, math, science, etc.
2. Conversational English for non-English speaking children.
3. Pre-kindergarten programs.
4. School library assistance.
5. After-school tutorial or recreational programs.
6. Adult education programs.
7. Media and audio-visual equipment maintenance
8. Other special areas defined by the needs and objectives of the program.

In addition, volunteers will need specialized training if they are to use programmed materials such as Distar Reading or Math the Houghton-Mifflin math series, etc.

ELEMENTS OF TRAINING

While the specifics of any training activities must be worked out to meet the needs of each volunteer program, there are several elements which will be common to any pre-service training program:

1. Overview of the area for which training is given

Volunteers need to be given some background of the area in which they will be working. For example, if a volunteer will be assisting a teacher using the Sullivan reading program, Project Read, she should be acquainted with the philosophy underlying the program and the objectives it seeks to attain given this basic information the additional methods and materials, the volunteer receives have perspective and greater meaning.

2. Principles of human growth and development for the age group with which the volunteer will be working - "how people learn"

To achieve the greatest degree of effectiveness, volunteers should be given a general outline of how people learn and what factors can be used to stimulate learning. For instance, motivating an adult to learn basic reading skills will be different from motivating a junior high school student. Working with a sixth-grader on mathematical concepts requires an approach different from the one used with a second-grader because the differences in age implies not only differences in the materials used but also differences in the way the pupil absorbs the materials. An understanding of maturational differences will enable the volunteer to adjust her material to meet her tutee's needs and can eliminate a waste of time by using a trial-and-error approach to stumble upon something that works.

3. General characteristics of the group or individuals the volunteer will be assisting

All people are different, but certain differences can be characterized. As an example, younger children usually have shorter attention spans than older children and therefore need shorter units of work and a wider variety of activities to teach a concept. Children who have difficulty reading may tend to be non-verbal and need to handle objects rather than just talk about them in order to conceptualize. Making the volunteer aware of certain learning characteristics of the group with which she will be working will give additional skill in cueing in on a problem and help remediate it.

4. Definite objectives to be met through volunteer assistance

In addition to having a perspective on the area in which they will be working and the people they will be assisting, volunteers should have a clear-cut understanding of what they are seeking to accomplish - what their goals are.

The setting of objectives is beneficial to volunteer as it suggests an end which should be reached within a given time. To illustrate this point, a volunteer is working with a child for whom English is a second language. She knows that her goal is to equip that child with enough English to participate fully in the classroom. Therefore she will spend her time building an English vocabulary and teaching basic structual patterns. She will concentrate on the finer points of grammar, but will leave this for later instruction once the child can communicate with some facility in English. In this case a clear cut goal has determined how the volunteer will approach the tutoring situation and how she will proceed.

5. Specific activities to be carried out to meet the objectives

Many aspects of training serve to give the volunteer a sense of security and confidence when she begins her assignment. One of the simplest is to present activities which the volunteer can adapt and modify to meet the special needs of the pupils she will assist. Reading aides should try out, for example, activities they can use with student having difficulty with consonant blends, or blending word parts or understanding what they read. These activities give the volunteer a starting point from which she can begin to develop the activities most meaningful to the person she helps. Often a Volunteer Handbook or Guidebook will contain specific activities for volunteers to carry out as well as suggest ways in which other activities can be developed.

6. Materials, games and ideas for volunteers to use

Hand in hand with specific learning activities go other materials and games which can make learning fun. Volunteers are usually very resourceful people and given a few basic materials can create what they need to meet a given situation. Therefore, basic instruction in making charts, graphs, pictures, puzzles, etc. or operating differents kinds of equipment such as tape recorders, projectors, etc. will lead to imaginatives uses of this equipment by volunteers.

7. Definition of the volunteer's in relation to professional staff

Equipped with aspects of the knowledge and skills outlined above, a volunteer must know what the professional, whether teacher or other staff member, expects. Her goals and to some extent, the goals of program, are tempered by professional expectations. Once a volunteer knows what her role is to be, she then has a framework in which to work a definition of the volunteer's role should be in specific rather than general terms. It is not enough to say that a volunteer will provide supportive services to teachers and handle various clerical tasks. The duties of the volunteer should be specified i.e. check attendance, fill out health forms, prepare seat work, etc. Clarifying the role the volunteer is to assume will mark the beginning of a comfortable working atmosphere in which both the professional and volunteer know their duties and can act as a team to carry them out.

8. Definition of the staff member's role in relation to the volunteer

Just as the role of the volunteer must be defined, so must be the role of the professional staff member as it relates to the volunteer. Within a school situation, not only the teacher with whom the volunteer will be working, but also the principal and other staff members should clearly understand how they support volunteer service. Through role definition, the professional will know what supportive services a volunteer can provide and how he can utilize these services to best advantage.

For example, one program specifically outlines professional responsibilities for volunteer service. One area in which volunteers are used is the developmental classroom, a program for first grade children not able to perform at the level necessary to learn basic academic skills. Teachers know that they should explain the program to the volunteer. Then, they review the use of materials and equipment within the classroom that volunteers will be using to develop spatial relationships, motor skills, language development, social skills, etc. They are also encouraged to include the volunteer in planning class activities. Thus, the volunteer and teacher are able to work as a team with each having a clear understanding of what her role in the partnership is to be.

DEVELOPING THE TRAINING PROGRAM

In developing a training program, the following suggestions can prove to be extremely useful:

1. Keep the training practical and specific as volunteers don't want to hear much professional and educational jargon and gobbledegook. Remember this is a training session, not a six credit college course! Keep lecturing to a minimum.
2. Use a variety of techniques; role-playing, buzz sessions, reports, etc.
3. Involve local specialists who can give solid, substantial training. Don't overlook outside consultants who may have a new approach if funds will allow for consultants.
4. Prepare good visual aids and written materials for use in training.
5. Use experienced volunteers to help train new volunteers.

6. Have a comprehensive training manual to give to volunteers. Teach in small groups so there can be stimulative discussion. Plan a second training meeting after volunteers have been working a month or two -- it's hard to grasp everything the first time you hear it or before you've really worked on the job.

7. Get expressions from volunteers of what THEY need and want in the training. Gear the training to these suggestions. Have the volunteers evaluate what they are getting. Complete evaluation of training is a must! Use those who have been trained and those to receive training to determine what works, what additional elements are needed, etc.

TECHNIQUES OF TRAINING

There are many ways of training volunteers or professionals. Often many programs will use the lecture approach as it is one of the easiest methods, from the trainer's view, of getting information to an audience. However, it is not always the most successful as it requires little audience participation and response. Unfortunately many audiences - and volunteers are no exception - have the tendency to "tune out" when deluged with a flood of words. This does not mean that one should never include lectures in a training program; certain materials such as background information may best be presented in a lecture. This is only to suggest alternative training techniques which may also be used:

1. Role-playing

Role playing is an accepted way for participants and audience to learn a variety of skills and to gain insights about human behavior. Those in your group will enjoy and learn quickly from role playing. It is a direct learning experience for the learner because he lives through the situation being acted out, it involves many group members and develops before the audience data about human behavior and human relations, and it provides a common experience for group discussion and helps people gain insight into their own feelings and the feelings of others. In ways like these, many feelings, attitudes, and behaviors can be demonstrated before a group, and information can be presented.

Role playing also gives group members a chance to try new behaviors and skills in a laboratory setting. Here, they can make mistakes that would be unfortunate if made in a real-life situation. Role playing will also enable your trainees to try out new behavior in front of their peers rather than in front of the people with whom they may be working.

When doing role playing with your training group, keep these steps in mind:

- Have a director responsible for all the procedural aspects of of role playing, thus getting the total group involved.
- Determine and define a problem to be role-played.
- Establish a situation.
- Select and cast role players.
- Brief and warm up players.
- Act out the situation. It is important to cut the role playing when the essentials have been played.
- Discuss the situation, with role players and audience analyzing the "play" to see what has been learned or revealed. The situation can be re-played if this seems worthwhile.
- Plan for the use of insights gained or new skills learned.

When role playing with your group, it is also important to start with a simple, non-threatening situation that can be understood easily by the group. Be careful with the selection of role players, as people must feel reasonably comfortable about playing a role. Situations that would invoke personal exposure should be avoided. Make sure the players and the audience are convinced that the actors are portraying roles and should be observed only in terms of the role being portrayed. It is a good idea to give the role players a name other than their own to reinforce the role idea.

It is best to use the role playing only if the problem in question is one involving problems in human social relations and their solution. Conduct role playing without too much planning or preparation. The value of role playing lies in the spontaneity of the players' reactions.

2. Video or audio tape vignettes and case materials

The taped vigenette is a helpful teaching device whereby a group can see or listen to a situation on tape and then discuss it. If there are particular situations which you want presented to a group, you can even have the volunteers produce their own. The trainees can be given a written case, that is, a summary of a problem or situation, imaginary or real. These case is written in such a way that it will provoke discussion and possible solutions to the problem.

When using either of these techniques, the trainer must be sure that he has the audio-visual equipment he needs and that it is in working order. It is also imperative that a competent operator of the equipment is present. An entire training session can be ruined when the movie projector has no bulb or no one knows how to operatethe video tape recorder.

3. Buzz groups

The "buzz group" is a device for getting many persons in a large group involved. Two or three people "buzz" with one another for a short period on a specific question. Other subgroups include cluster discussions and "discussion 6-6," in which six persons meet for six minutes to discuss a particular question. After discussing the problem in the subgroup, feedback is then given to the group as a whole.

Use subgroups. In working with those in your training group, remember that a good way to involve each one of them in discussion, in thinking, and in problem-solving is simply by dividing the group into small subgroups to tackle a question or a problem. This increases participation by creating a situation in which each member of the group feels more responsibility to participate and more comfort in doing so in front of a smaller group. Each member of a subgroup is more apt to speak up and say what is on his mind.

4. Workshops

A workshop is commonly a gathering of people for the purposes of receiving information, exchanging experiences, training, and directly participating in activities related to problem-solving or skill development. Workshops may used teach specific skills or demonstrating the use of particular materials or equipment.

5. Movie forum

The movie-forum is a program that includes first a motion picture, then a speaker, followed by a discussion led by a skillful leader. The leader might supply the group with an outline of questions which would guide their thoughts while viewing the movie.

6. Panel discussion

The panel discussion is an informal conversation between several persons in front of an audience. This provides an easy transition from panel to audience discussion, but requires a skillful moderator.

7. Brainstroming

Brainstroming is a kind of informal "group think" session. It usually works best when the question to be discussed is simple, when judicial judgement is ruled out, when free-wheeling is welcomed, when all ideas are accepted, and when combination and improvement of ideas are sought. The value of this method is that everyone can participate (groups range in size) and judgment is ruled out. Also, out of many ideas, a number of usable ones usually emerge. Participation is at a high point; everyone's ideas count.

8. Lecture alternatives

The lecture-forum is a formal lecture followed by a period for discussion and questions by the audience. The plus factor of this method is that facts and information are supplied. The negative factors include the difficulty of heavy dependence on one person and only brief questioning-no real audience participation.

The lecture-discussion group is a device where both the speakers and the participants interact. After the content has been presented, the audience asks questions, makes comments, and enlarges on points made.

ON-THE-JOB ORIENTATION

Before beginning their assignment, volunteers should have an on-site orientation informing them of specific policies and procedures of the school or site at which they will be working. While these policies are important for any agency, they are even more crucial if the volunteer is assisting in a school situation. Such orientation may be handled by the school principal or chief administrator of the site or his designee. It may also be conducted by the site volunteer coordinator. Regardless of who conducts the on-site orientation, it should have three major parts and take no more than one session.

1. Getting acquainted with the work situation should include an introduction to the administration and staff, as well as a few facts about the immediate community, the agency or school they serve. At this time a tour of the plant can be given noting exits, fire drill route, lavatories, supply and bookrooms and eating, smoking and parking facilities. A brief observation of classes can also be given.
2. The volunteer coordinator or staff person should inform the volunteer or her administrative responsibilities including filling a time sheet, reporting absences, using equipment, etc.
3. It is important that the volunteers be informed of all pertinent polocies and procedures. This should include scheduling, discipline of students, releasing children to adults, use of telephone, homework and notes to be sent home, use of school or agency keys, use of custodial services, etc. If possible the volunteer should be given a copy of the handbook listing all procedures to use as long as she serves in the school.

Once the volunteer is assigned to the person with whom she will be working, on-the-job training is underway. For classroom situations the teacher should discuss with the newly assigned volunteer:

1. The educational level of the class.
2. Special problems within the class.
3. Class routines and procedures.
4. The specific job the volunteer will do and how to do it.

Additionally, the volunteer and teacher should draw up plans for periodic meetings to discuss the volunteer's activity in the classroom as it relates to the students with whom she works. Before the volunteer begins. she should have an opportunity to observe at least one class session to get the feel of the situation she will be entering.

Volunteers assigned to general duties in the school office, health room, playground, lunchroom, etc., should be briefed by the person in charge of that area or bye the volunteer coordinator.

CONTINUING TRAINING

Provisions should be made for in-service volunteer training during the year. This will give volunteers an opportunity to discuss problems which have arisen while tutoring and will provide additional techniques to meet them. Other training may be scheduled to instruct volunteers in the preparation of educational aids and in the operation of various machines and audio-visual equipment.

If desired by both, special training sessions, to handle a specific problem or situation, may be planned and executed jointly by volunteers and school or agency staff. Volunteers should assume responsibility of preparing and presenting non-professional materials while staff members handle all professional aspects.

Volunteers should have other opportunities to broaden their scope. Volunteers may be encouraged to meet at least once a month to strengthen their morale, improve the quality of service, and foster an exprit de corps that is vital for an integrated program. Opportunities for outside speakers to participate as experts in fields related to the volunteers' work can be a source of inspiration, motivation and knowledge.

Volunteers should be encouraged to engage in a variety of activities directed toward increasing her own competence. Some suggested activities are:

1. Attending school faculty or agency meetings, by invitations
2. Attending workshops in specific subject areas
3. Attending conferences
4. Observing skilled teachers or volunteers
5. Reading pertinent books or periodicals
6. Reading curriculum guidelines or agency regulations
7. Consulting informally with staff members or other volunteers

To improve the quality of the program, volunteers should be encouraged to develop ideas for better volunteer service and relay them to the volunteer coordinator for follow up. Another adjunct of volunteer service should be participation in community or civic organizations having improvement of the schools or service agencies as one of its primary objectives. As the ultimate consumer of the educational process, parents, in the long run, can bring about more immediate changes than "do gooder" organizations can. Thus, volunteer service can turn into citizen power in action.

VII. ORIENTATION AND TRAINING FOR PROFESSIONAL PERSONNEL

To realize the full potential of the services they give, it is vital that volunteers be welcomed and accepted by the professional staff of the school or agency where they will be working. Volunteers should be made to feel that they are a part of a team - a team whose major objective is to provide a quality education to children and others.

In many instances, volunteers, well-trained for their assignment, find that the professional with whom they are to work cannot fully use their talents. In the majority of cases, professionals do not affect a full utilization of volunteer abilities because they are unsure of what a volunteer can do or because they are reluctant to relinquish a portion of their duties, even the non-professional ones, to another. Therefore, such an attitude of uncertainty limits the volunteer in what she can hope to accomplish before she even begins her assignment. Reports from established educational volunteer programs indicate that when professional staff members have a full understanding of the role of the volunteer they accept them readily. Thus, when one teacher uses volunteer assistance satisfactorily and shares this knowledge with other teachers, they, too, become willing to have volunteers in their classroom.

While the work-of-mouth approach is one way to inform professionals to the value of volunteer service, a developing program must have a method to inform larger numbers of professionals of volunteer benefits. Sound orientation activities for professionals, coupled with on-going assistance as they work with volunteers, is one way to accomplish the desired effect.

There is ready recognition of the need to train volunteers, but often little is done to "train" staff members to understand, accept, and assist volunteers. Many of the negative or questioning attitudes and concerns of educational staff can be modified by advanced planning and thoughtful orientation which directly involves them. Also the frequent turn-over in school staff especially in low-income areas indicates a need for continuous orientation to the benefits of volunteer service. It is important to note that such orientation should involve all staff members, both professional and non-professional, administrative, teaching and clerical. Such an orientation program might be given during "released time" periods.

COMPONENTS OF A PROGRAM

An orientation for professionals should have as its prime purpose an explanation of the roles volunteers can fill and what part must be played by staff members to receive maximum benefit from volunteers. This overall aim should have five sub-goals:

1. To acquaint the staff of the school or agency with the

2. To define areas of curriculum or program activities which can be carried out by volunteers under professional supervision
    a) Describing skills and techniques volunteers will have in a given area
    b) Demonstrating materials volunteers can use
3. To equip staff members with techniques for fostering sound interpersonal relationships between them and the volunteers
4. To interest staff members in inservice training and assistance as they work with volunteers
5. To explain the need for meaningful evaluation to lead to the improvement of the volunteer program

PLANNING FOR ORIENTATION

When planning the orientation session, involve all who are necessary to make the program successful - administrators, teachers and volunteer. Having them involved in the planning will bring different perspectives on the role of the volunteers into the picture and should suggest additional topics which need to be brought to the attention of all staff members.

Allocate adequate time for staff orientation. Ample time should be allowed for full and open discussion, particularly if this is the first time volunteers are to be used at a site. The fuller the understanding of the program is, the greater the chance for success. Finding sufficient time may be difficult; perhaps the time alloted for staff development can be used for orientation. Orientation should take no more than one half-day meeting at the most. Regardless of time, plan to keep the atmosphere relaxed and informal, but well organized. A hot coffee pot is also a good idea.

In acquainting staff members with the goals and structure of the program;

the procedure used should be similar to that used with new volunteers. As a general introduction to volunteerism and to demonstrate the various assignments often given to volunteers, audio-visual presentations should be considered. As one goal of staff orientation is to develop the concept of the team approach, volunteer - staff pairs who have worked together with success should be used. Thay can be effective in stressing the need for meaningful interpersonal relationships. Staff members already skilled in the utilization of volunteers may be used to define the role of the professional in relation to the volunteer.

Many, if not all of the training techniques outlined in volunteer training can be used in orienting the staff. Combining several of the techniques leads variety in the orientation session and will help keep interest high.

There are many formats which may be used for the orientation of staff. A session for the staff at a specific site is only suggestion. Another alternative would be to have a session including some new and some experienced volunteers who serve in a school or related agency. Whatever the format used, the emphasis should be placed upon helping the staff understand the values to be derived from volunteer participation and how volunteers can extend the service capability of the school or agency.

The desired result of the orientation session is to obtain staff cooperation in the implementation of the volunteer program. In the final analysis, the success of the volunteer in the educational setting depends upon the degree of positive readiness of the staff to work with volunteers, and vice versa.

An alternative format for staff orientation is a joint volunteer-staff orientation. Benefits other than common understanding of goals and practices can be realized through through this type of joint activity. It can, for example, lead to healthier volunteer-staff relationships. Joint sessions can also reduce the time and energy expended on orientation programs. This format will also enable the volunteer to become acquainted with the staff member with whom she will be working.

Regardless of what format is used, a successful orientation for staff will make them feel comfortable with volunteer assistance and increase their interest and desire to use volunteers.

VIII. USING HIGH SCHOOL STUDENTS AS VOLUNTEERS

When planning for a new volunteer program or expanding one already in operation, the use of high school students as volunteers should not be overlooked, for they often can bring to a program a spark of enthusiasm and empathy which older volunteers have lost. Because of the relative closeness in age between them and the children they assist, they are frequently able to view the child in a manner different from adults and may be able to establish a stronger rapport with younger children. The child being tutored is also less likely to see them in a parent or teacher role, but is more prone to view them as an older brother, sister or friend.

Benefits from using older students to assist younger ones accrue to both the tutee and the tutor. Results from several programs of cross-age tutoring demonstrate that while both tutee and tutor gain skills, often the gain of the tutor is greater. Such tutoring activity has led to enlarged vocational aspirations and greater sympathy for the classroom teacher, and growth of self-pride as a result of a tutor's work as an "instructor". In addition, such a tutoring experience can have relevancy to the tutor's later functioning as a parent and employee.

If the program is an out-of-school program, recruiting high school volunteers is a fairly uncomplicated matter. In addition to the regular methods of recruitment outlined in the chapter on finding volunteers, high school students can be located through contact with teen clubs and recreation centers. School and church youth groups are also good sources for potential teen volunteers.

In scheduling high school volunteers, care must be taken to see that volunteer work does not interfere with the student'

High school students have established a history of successful volunteer work in hospitals as Candystripers, nurses aides, etc. There is no reason for their not achieving a similar level of success in educational programs. One added benefit derived from the use of student volunteers is that such volunteer experience can lead to related job fields. How many girls have entered nurses training because of a rewarding experience as a Candystriper while in high school?

Once high school students have been recruited for out-of-school programs, they must be given the same orientation and training as other volunteers, preferable in mixed groups (Don't train all the students as one little group!) When students are volunteering, they should be closely supervised so that they thoroughly understand what their purpose is and what they are supposed to accomplish. Once involved in the program, students will often pinpoint areas in which additional service is needed and, being action-oriented, suggest ways in which the needs can be met -- so coordinators be on your toes when using volunteers as they can really move a program!

Incorporating students into an in-school volunteer program may be a bit more difficult, but the positive results more than outweigh the problems. Areas of concern to the coordinator wanting to use teen volunteers during school hours include releasing students from classes, planning for transportation and defining the role of the student volunteer.

HOW TO PROCEED

Once you have decided to use high school volunteers during school hours, the first step is to identify and outline areas in which they can serve. In addition to regular tutoring activities, high school students have been used effectively in physical education, art, music and drama programs at the

needed in schools having

specialists in these areas available only a few days a week or not at all. student volunteers can be used to maintain a day-to-day program for younger children in these fields. One school system has found high school volunteers particularly effective in working with children in the special education program, as well as providing one-to-one enrichment activities for gifted children.

After the needs have been identified, the potential program must be sold to the high school principal. Many principals will be amenable to the program if (1) the elementary schools at which the students wil be working is close enough so that transportation is not a problem, (2) the student volunteers have clear-cut duties and responsibilities and are well supervised and, most importantly, (3) volunteer service does not interfere with the student's attendance of major subjects.

Good planning can overcome the problem of the function of the student volunteer and his supervision. Using a high school near the tutoring site will overcome the problem or transportation. As most high school students have periods for study hall or "personal inquiry" built into their schedules,' there is time for volunteering.

If the principal is agreeable to theproject, the next step is for him to assign an interested and willing teacher to act as high school coordinator. This teacher, working very closely with the volunteer coordinator, will recruit students to serve as volunteer, assist in scheduling the time of their service and generally serve as liaison and contact between the high school and the school volunteer program.

In many instances such an interested, concerned teacher has been the sparkplug for establishing a high school volunteer program. In one city, such a program was started by a Family Life teacher while searching for possible projects for the class to carry out. As many of the students were interested in working with young children, she approached the school volunteer coordinator at a nearby elementary school to discuss the possibility of her class working as volunteers. The volunteer coordinator was excited about the idea and the two of them drew up a plan whereby the high school students would tutor students in reading and math and assist in the kindergarten program, working on a staggered basis during the Family Life class period. The students accepted the plan and the principal agreed it was feasible. The students began volunteering and in one semester, the idea of school-time volunteer service had spread to other classes. Other teachers agreed to release students from class as long as their work remained satisfactory, and by the end on the school year over 50 students were working as volunteers. In a twist on the normal end-of-year recognition program for volunteers, the students decided to honor the elementary pupils with whom they had worked and invited them to a party at the high school. This school-to-school program is now in its second year of operation and has spread to two other high schools in the same city.

Supervision of the high school volunteers is also handled in an interesting manner. Although students must sign in as do all volunteers, they also report to a parent who serves as volunteer student coordinator. Thus, if for some reason, a student cannot be present, the parent is there to

TRAINING FOR HIGH SCHOOL VOLUNTEERS

High school volunteers should receive the same program orientation and pre-service training as do adult volunteers. In providing pre-service training, one can consider using two techniques which have been effectively used in training teen-aged volunteers. The first of these is role-playing, a way of learning from acting out various problems and situations; the second is relaxed and friendly group atmosphere.

It is an important, effective training device which, for many reasons can be used both in pre-service and in-service training. Role-playing develops fullness of feeling and empathy for the situation. By acting out and watching how other people might react in a given situation (for example, a volunteer meeting his tutee for the first time), students learn to anticipate problems and to practice dealing with possible problem so that they will have confidence when such problems actually arise. Role-playing also helps by putting the student into another's shoes in order to create a deeper understanding of that other person. Asked to play a tutor with a disruptive tutee, he is persuaded to think through the problem, and to practice dealing with it in a non-threatening situation. Through the process of acting and then discussing with others what he did as he role-played, the tutor becomes more aware of his own behavior, and is better able to confront a similar problem in actuality.

Role-playing, in short, is an interesting, fun and meaningful way of helping your tutors to feel more comfortable in a role which is new and sometimes threatening.

CONDUCTING A ROLE-PLAYING SESSION

A. Where to begin

1. Chat informally with the students as a group to get an idea of what they are thinking about, what is bothering them. Find out what scares them most about tutoring - what specific problems they have.

2. At first, do not discuss what role-playing is at length for it may make the students self-conscious. Have your tutors think about some problems they might be interested in trying out. Make the problem specific so as to make it easier to slip into the role. Set the stage; use props if you have them.

3. Start with common problems of interest to many members of the group. Begin actual role-playing with brief situations lasting only a few moments just to start things moving and involve people. Encourage an easy, slow, informal atmosphere. Humorous role-playing situations are good ways of getting shy students into the act. At first it is better to avoid actual tutoring situations; instead, start with something more familiar (people riding on subway, kids arguing over a comic book, etc.) as ice-breakers.

4. While getting started, multiple role-playing may be used. Here the entire audience forms into role-playing groups, the size of the groups depending on the number of participants required for the particular case. All groups role-playing simultaneously. Afterwards, each group discusses its results. This method quickly makes people less shy.

5. The role-player must not break out of his role-playing for intellectualizing or discussing. You as director can interrupt discretely when necessary (if action is lagging, if confidence is needed, etc.), but essentially the flow of role-playing should not be interrupted or kids will lose interest.

B. Getting actors

1. The discussion of problems that members of the group want to see acted out gives some idea of who might volunteer. During the session, watch people's eyes, movements, head shakes to see who is becoming involved, who shows a desire to participate.

2. If you build interest around a problem, you'll find that your tutors will be eager to role-play it. Don't pressure people, but give a good try to get a person into the act.

3. Don't encourage "actors" or those who are overly eager to try too much. Sometimes the sessions can be monopolized by a few"hams." Ideally everyone should experience a try. Don't rush into the role-playing situation but lead into it gradually.

C. Closing the session

Towards the end of each session talk about what you have seen. Help the students articulate what they have learned from the role-playing.

Help them see the different ways in which people react to situations... that there is no one right way to handle a problem but that some ways work better than others. Try to make them aware of any observed movement toward solving a problem. The group, from watching each other, will have much material for discussion.

D. Additional tips.

1. As students become more adept at role-playing, add new techniques to your supervision. As the role-playing is going on, manipulate the roles; e.g., make the volunteer more aggressive or the child more withdrawn. Change the attitude of the person being role-played; e.g., have a child who is happy suddenly become depressed.

2. Encourage the tutors to do more surprising things: to move around more, start singing or dancing, kicking over wastebaskets. Point out the effects of change of pace and movement.

3. Have a person play someone of a different age or sex.

4. Try to concentrate more on the problem than the behavior of the role-player. Emphasize in discussion that the purpose of role-playing is not to develop actors but rather to develop more effective tutors.

TRAINING THROUGH WORKSHOPS

In many training programs, workshops are highly successful because they allow for learning by actually doing rather than the more passive and traditional kind of learning by listening and taking notes.

Teens and adults alike often tune out long verbal lectures because somehow the material is not relevant to them...they are not involved. Workshops prevent apathy by allowing people to use the materials as a means of learning how to use them, with the result that learning is more immediately relevant and challenging.

Of course, everything can't be covered in a workshop. Sometimes lecturing to a group is necessary to present certain material efficiently. Thus, it is important to be selective in setting up workshops. Choose a problem which can be generalized from...in other words, set up a workshop from which a student can glean ideas to apply in other situations. What he learns must not be so specific that it can only be followed once.

On the following pages some workshops are suggested for you to adapt to your program as you see fit:

1. Making Materials for Tutoring

   Student made games and materials should be an important mainstay of programs. Students tend to invest more of themselves in things they make and they are likely to use these materials with more enthusiasm. Also, they learn themselves since making materials requires a certain depth of understanding. And, of course, each child responds more to something that was made just for him. The following are a few ways of stimulating students to make their own materials during training. One good way of stimulating self-made materials is by having only a few commercial games and materials available.

   a. Give the students copies of Spice or one of the reference manuals suggested under references. Have each tutor select a game suggested in the book and actually make it.

   b. Next, have the students make another game which does the same thing as the game they have copied but which takes a different form, thus forcing them to be more creative.

   c. Give each student paper, paste, a cardboard box, magic markers, and scissors. Define a problem to be solved (for example, teaching synonyms) and have each one develop a different game to solve the problem.

   d. Give each student a magazine and have him cut out and mount pictures which he feels would most inspire children to write stories. Have him try pictures on another student having that student suggest a story to go with the picture. This exercise will give practice in asking stimulating questions about pictures.

   e. Show the students pictures that you have chosen and have them write a play for the younger children to act out.

2. Administering Informal Tests

Students may wish to administer some informal test to tutees at the beginning of the program to point out any outstanding problems. Within the school system there are probably several reading specialists who could help you find an appropriate informal test. Several useful tests include:

a. Phonics Inventory Tests.
Some programs have asked reading specialist to prepare two one-page test on phonics.

b. The Dolch Word List.
The most important thing to remember is that since the student is not a remedial reading teacher, he should not be asked to administer a technical reading test. A simple, clear-cut test or check list seems most appropriate to the skills and understanding of teenage tutors. Whatever test you give the students to use, be sure to give them time to practice administering it (or a more difficult version of it) to themselves during training.

3. Using Audio-visual equipment

As students go through the following activities with various audio-visual aids, they should learn how to operate the equipment and how to use it creatively with their tutees. In your library you might provide a copy of A-V Instruction: Materials and Methods (McGraw-Hill Book Co., West 42nd Street, New York, New York) for the tutors to read in their free time.

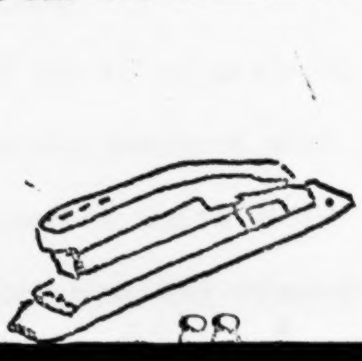
a. Cameras.
Cameras have proven to be very important and effective teaching materials in many tutorial programs. They provide the means for children to take pictures of each other and of things they see on trips and other special events. These pictures can be used to motivate and illustrate stories and booklets produced by the tutees. Since the children's own writing should form a major part of their language experience in tutoring sessions, cameras are a wonderful help in stimulating original written and oral stories.

b. Tape recorders.
Tape recorders have proven a valuable asset in improving language skills. Children love to speak or read into them and then listen to themselves talking. Students are proud when they notice the improvement in their own, as well as their tutees/ speech.

c. Typewriters.
Like cameras, typewriters are an excellent device for stimulating children to write their own stories. The large-type primer typewriters have proven particularly valuable because the type is inviting and readable by younger children. In one program there is always a waiting line for the typewriter. Both tutors and tutees use it - tutors, for typing up the tutees' stories and, even more frequently, for preparing teaching materials. Younger children are often motivated to write stories and letters just because it is fun to pick out words and see your own words appear in official-looking type.
Typewriters can also be used in training. Have the tutors adapt activities to a tutorial situation.

d. Record players and records.
   1. Go to the public library and visit the record room. Find the children's section and select records, both singing and speaking, that could be useful in tutoring. Play some library records in training sessions, discussing how they might be used for tutoring.
   2. Find records with catchy lyrics and rhythms that tutees would like. (Tom Glazer's "On Top of Spaghetti" is particularly suitable.) Type words to song on ditto masters. Later, copies can be passed out for a song fest.

e. Film strip projectors and movie projectors.
Borrow some film/filmstrip catalogues from your school A-V center (or visit the center).
   1. Give each student a catalogue. Have him look through it and select three films or filmstrips that he would want to use in tutoring. Ask him to plan three lessons around his selections which can be shared in discussion with other students.
   2. Show films and filmstrips (hopefully one that was suggested in the above activity) and discuss how the machine is run. Take turns showing them and consider various tutoring methods that would make imaginative use of it.
   3. Give the students the challenge of finding out where, in your areas, films can be procured. Check the public libraries, the public school and the schools of education at nearby universities.



VIIIX. MAINTAINING VOLUNTEER MORALE

From their first involvement with the program, volunteers should begin to develop a feeling of belonging that will increase their desire to participate. The motivation to remain a part of a program is extremely important. A corps of satisfied volunteers who return year after year is not only the backbone of a program, but is also the best source of additional volunteers. While the desire to help others may be the initial stimulus to serve, a volunteer's continuing performance is directly effected by the degree of satisfaction her work provides. This satisfaction is a volunteer's sole reward -- she gets no pay check.

Therefore, if a program is to be successful and expand, great care must be taken to see that volunteers are satisfied and maintain a high level of morale.

Morale can be sustained by occasional mention of the benefits volunteers derive from their participation. These benefits, while discussed informally and in a light-handed way, can include:

1. Reminding the volunteer how useful her service is to others
2. Stressing how volunteer service leads to more information on many relevant subjects
3. Pointing out how volunteer service has led to the acquisition of new knowledge and skills
4. Showing how volunteer service can lead to diversified jobs and additional responsibilities.

Publicity is another good way of maintaining volunteer morale as people always feel better when others are aware of what they are attempting to accomplish. Volunteer's feelings of worth about themselves and the program can be reinforced through articles in the newspaper and reports or progress made on radio or television. A newsletter, published by the volunteers themselves will serve to develop a feeling of solidarity among volunteers as well as inform them of the total scope of the program. This newsletter should not only be distributed to volunteers, but also to staff and professional personnel to make the total program dynamic and important.

Careful matching of a volunteer's interests and abilities with the job to be done will have much impact on volunteer morale. If volunteers sense an uncertainty about how they are to be used, they will develop doubts about staying with the program. Volunteers must have the freedom to express their dissatisfaction with current assignments or their interest in another assignment. If jobs have growth potential, volunteers should be promoted or given additional responsibility; if increased responsibility is limited, then the rotation of volunteers should be considered to keep interest high.

The importance of recognition for volunteers cannot be overlooked. Formal recognition programs and ceremonies are important. These may include:

1. Letters of appreciation
2. Presentation of awards, pins and certificates for service
3. Notes of appreciation in house newsletters or local papers
4. Formal introduction at school assemblies and programs
5. Coffee hours, teas and luncheons

Through such events volunteers will come to feel that their service is wanted and appreciated.

Programs will develop recognition ceremonies to meet their particular needs and situations. The most important element of such a ceremony is that it provides an opportunity for others to hear of the job volunteers perform.

of their accomplishments, but an awards cermony provides an opportunity for a broader public to learn of their activities.

Many volunteer programs across the country normally culminate a year's activity with a volunteer luncheon or dinner. At this occasion, with members of the school board and representatives of the superintendent's office in attendance, volunteers receive their certificates for service. Often special awards are given to those for service "above and beyond the call of duty." Members of the press are invited so that the greater community may learn of the rewarding service and identify the honored volunteers. This is good public relations for the entire program.

It is not difficult to sponsor such an event as this; many businesses and industries within the area can be called on for contributions. A hotel or hall may donate; perhaps a stationer or large industry will underwrite the cost of printing. All these services will reduce the cost to the program.

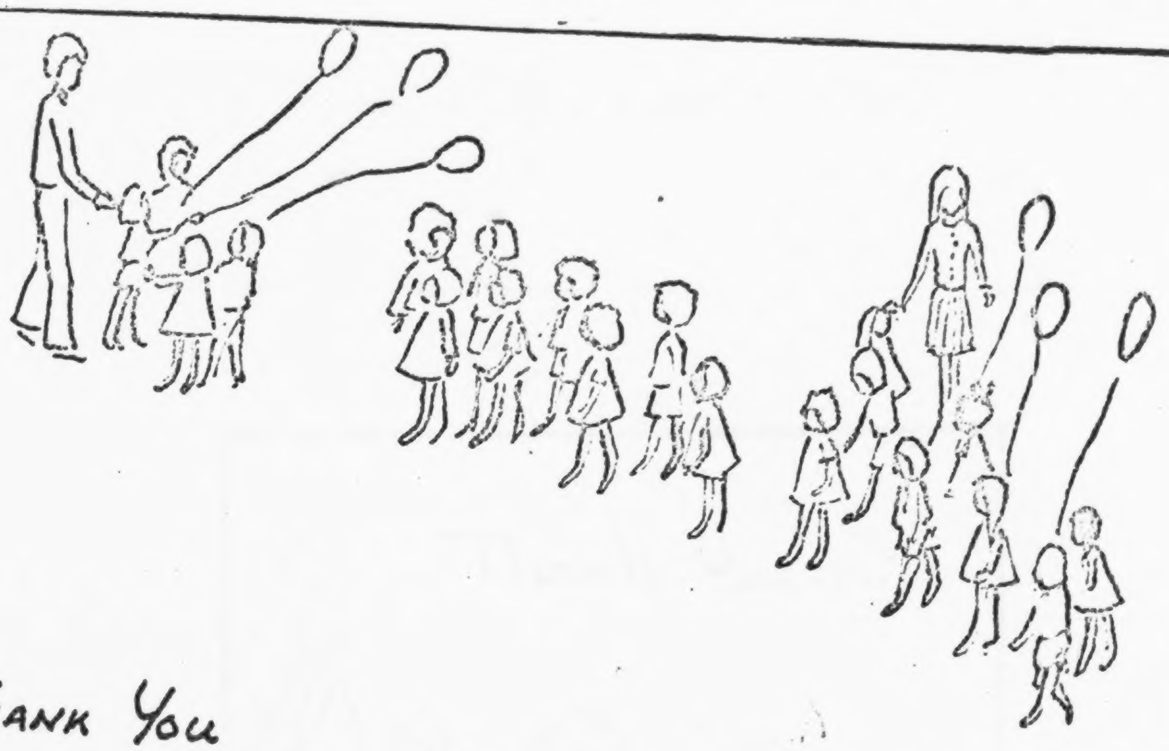
As worthwhile as these formal events are, day-to-day recognition is just as important. Examples of common courtesy and small expressions of thoughtfulness will, in the long run, be more meaningful than certificates or annual letters. Providing a special place where they can hang their coats and leave their belongings will make volunteers feel

wanted. Arrangements for parking and coffee breaks also add to this feeling. In some programs, volunteers are given button or name tags which identify them. These also serve to give the volunteer a feeling of belonging in the total structure.

One of the most important factors influencing morale is the relationship that develops between people. One may volunteer because of the desire to work with a friend. Once at work, new associations and friendships develop with a variety of people. The nature of these relationships whether with professional personnel or with another volunteer, will affect the nature of the program. A volunteer who enjoys the people with whom she comes in contact on a regular basis is likely to remain.

The impact of relationships between professional personnel and the volunteer has a direct bearing on the quality of service given. [illegible] of how well-informed or knowledgeable a volunteer is, she must be sure that her interests and desires dovetail into those of the professional. In other words, even if the volunteers, by virtue of previous education, training or experience, feels she has a better grasp of the matter than the professional, she must remember that the professional is in charge! The professional, by virtue of her responsibility and day-to-day contact generally has an overall understanding of the problem. The volunteer is there to supplement those services.

As the primary goal of all personnel, whether volunteer or professional, is providing the best possible service, the idea of the volunteer as a member of the team will help maintain high volunteer morale. For such a team approach to be successful, the professional personnel should not view the volunteer as one who performs only routine, mechanical tasks, but should be willing to allow her to serve in many capacities, limited only by the knowledge, experience and skills the volunteer has or is willing to acquire. In this way volunteer service can become a step in a career lattice program if the volunteer desires. Far too many programs have had the experience of having a good volunteer quit and join another program because it offered a greater challenge. Good planning on the part of the coordinator and professional staff can eliminate this. Then, too, the prospects of expanding a program are bleak if the volunteers feel they are locked into tasks reflecting a low level of competency and responsibility. If the factor of maintaining high morale is taken into consideration in all phases of program development, volunteers will be more satisfied with their work and the program will benefit from their satisfaction.



THANK YOU

Dear Mrs. Doe,

During the past year, you have served as a volunteer at ____________ ________________________, working as a tutor (providing many needed services to the school/agency).

On behalf of the ____________________________ Volunteer Program, may we take this opportunity to express our deep appreciation of your efforts to make our program a success.

Reports from teachers and principals indicate that the work of volunteers like you helps children improve and supplements the school program.

We look forward to having you return as a volunteer next year.

Sincerely,

____
Superintendent of Schools

____
Coordinator of Volunteers

The ______________ Volunteer Program wants to say "thank you" with a Volunteer Awards Day at (place), (date) at (time).

Let us know if we'll see you there.

____
Volunteer Coordinator

____
phone number

IX. EVALUATION OF VOLUNTEER PROGRAMS

Carl B. Smith
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Evaluation should start with the initial planning activities and continue throughout the operation of the program. It should not be something done once a year to look at the scores children or adults have made or the number of children or adults who entered and left the program. That data should be collected, of course, but they represent only part of what is necessary to assess a volunteer program.

There are three major activities to effective evaluation:

1) Ask questions that focus on important decisions;
2) Establish valid criteria for judging information;
3) Use appropriate means to gather data.

Thus an evaluation scheme looks like the following:

1 Major Questions	2 Sample Criteria	3 Sample Means
1. Are we working on a real need?	Societal goals. Job market.	Interviews
2. Is our objective manageable?	Understandable. Personnel available. Techniques available.	Questionnaire. Volunteer forms. Interview expert.
3. Are volunteers using the procedures?	Check practice with description of procedures.	Observation. Logs.
4. Do the procedures work?	Client opinion. Expert opinion.	Questionnaire. Observation.
5. Does the product match the objective?	Check with stated objectives.	Tests and narrative records.

The analysis and summary of all those aspects constitutes an evaluation of a volunteer program.

PROCEDURES FOR ENACTING CHANGE

The most effective program will depend on assessment of specific needs and resources. The following outline offers a listing of areas that should be considered.

1. Determine extent of need through survey of children or adults; staff discussions
2. Establish objectives through staff recommendation; community involvement
3. Find personnel through recruitment; in-service training
4. Create facilities through remodeling; new construction
5. Purchase materials for specific skill development; high-interest reading; variety and flexibility
6. Select children or adults through discrepancy criterion; teacher recommendation
7. Schedule treatment to child's or adult's best advantage on a frequent basis
8. Evaluate regularly child's or adult's progress; procedures of selection and treatment
9. Report results to child and parents or adults; classroom teacher and principal or agency supervisor

COMMON PITFALLS

The following checklist may help in avoiding some of the common pitfalls of tutor programs, in either the planning or operative stage.

Organization - Failure to define responsibility and authority. In each situation, the question "What is his role?" should be answered.

Personnel - Training and supervision are essential.

Facilities - Failure to provide adequate and attractive space. The quarters set aside or provided for the program should be attractively decorated.

Materials - Failure to allow sufficient funds for materials. Often little or no money is allotted for the purchase of materials.

Selection - Using only standardized group reading tests in making the selection.

Time - Too few weekly sessions. Providing once-a-week sessions of 60 minutes or more is not advisable. Successful programs have proved that it is necessary to meet two or more times a week for any noticeable improvement over a semester.
Terminating instruction arbitrarily. Ending instruction at the end of such arbitrary time periods as, for example, six weeks could be a mistake. Instruction should be carried on until the student's progress indicates that he can profit from the regular classroom instruction.

Assessment - Determining progress by standardized group scores. Ordinarily the standardized group test does not measure the skills taught in a reading class.

VOLUNTEER EVALUATION OF PROGRAM

School or site:

Volunteer:

Teacher or staffmember:

1. How many hours did you work weekly? ______________________________

2. Briefly describe what you did as a volunteer ______________________
____
____

3. Were you placed according to your interests and abilities? Yes____No____
Comment ____
____

4. Did you have good rapport with the children (adults)? Yes____ No_____ How was it evidenced? ______________________________________

5. Did you have good rapport with the teacher? Yes_____ No_____ How was it evidenced? ____

6. Do you think you received adequate training before your assignment? Yes__
No____ Comments ____

7. Did you receive staisfactory training during your assignment? Yes ______
No_____ Comments _______________________________________

8. In what areas were you the most help to the teacher?_________________
____

9. What skills and techniques were most useful during your assignment? _____
____

10. In what areas were you the least help to the teacher? ______________
____

11. What additional skills and techniques do you need? ________________

12. Was your on-the-job supervision satisfactory? Yes _____No_____

Comments ____

____

13. Do you plan to continue as a volunteer? Yes ____No______Why _______

____

14. How do you think the program can be improved? (Please be specific)____

VOLUNTEER SELF-EVALUATION FORM

HOW AM I DOING? ? ? ?

1. Do I plan for the activity which I have been assigned to not hit and miss or just doing something?
2. Do I make myself helpful by offering my services to the teacher when there is an obvious need for help?
3. Do I have a plan for getting children into groups?
4. Do I observe closely so as to know children's or adults' likes, dislikes, preferences, enthusiasms, aversions, etc.?
5. Do I find opportunities for giving students choices or do I tell them what to do?
6. Have I given some individual help in writing?
7. Do I observe closely the techniques used by the teacher, and follow through when I am working with the group?
8. Do I emphasize the times when students behave well and minimize the times when they fail to do so?
9. Do I really listen to what students have to say?
10. Do I evaluate myself at intervals?
11. Do I accept criticisms and suggestions without becoming emotionally upset?
12. Do I follow directions of the teacher?
13. Do I try to develop a friendly attitude with all of my co-workers?
14. Do I give the teacher adequate notice of absences by reporting them to the office before the day begins?
15. Do I realize that my whole purpose for being in the classroom is to assist the teacher in order that the students might progress more rapidly?
16. Do I give too much help to students rather than allowing them time to think?
17. Do I refrain from interfering between another teacher and student unless called upon for assistance?
18. Do I avoid criticism of the student, teacher, and the school or agency?

(This self-evaluation form can be used at any point during a program. It can be used to suggest areas in which joint volunteer-professional training is needed.)

TEACHER OR STAFF MEMBER EVALUATION OF VOLUNTEER ASSISTANCE

School or site:

Teacher or staff member:

Volunteer:

1. Have you used the services of a volunteer this year?
   Regularly _______ Occasionally _______ Never _____

2. Would you like to have a volunteer assigned to you next year?
   Regularly _______ Ocasionally _______ Never ______

3. Does the volunteer have good rapport with the children or adults? Yes___ No_____ How is it evidenced? ____
   ____

4. Do you feel that the climate for learning has been improved by volunteer service? Yes _____ No_______ How? ______________________________
   ____

5. Has there been any evidence of changes in your pupils as a result of volunteer service? Yes______ No_______ What kinds of changes? ______
   ____

6. To what extent has the volunteer increased your efficiency as a teacher in relationship to:
   a. Planning ______________________________
   b. Pupils ______________________________
   C. Professional growth ______________________________

7. Has the volunteer shown initiative in helping in the classroom? Yes____

   No______ How______________________________

8. Do you feel the volunteer was given adequate training before her assignment?
   Yes_______ No______ Comments ______________________________
   ____

9. Has the on-the-job training of the volunteer proved satisfactory? Yes_____

   No______ Comments ______________________________

10. In what areas was she most helpful? ______________________________

11. What skills or techniques were most useful in her work? ______________

____

12. In what areas was she the least help? ______________________________

____

13. What additional skills or techniques do you think she needs? __________

____

14. What suggestions do you have to improve the training or efficiency of the volunteer? ____

____

15. Has the on-the-job supervision of the volunteer proved satisfactory? __

____

16. Comment on any personal qualities which hampered or enhanced the effectiveness of the volunteer ______________________________________

____

17. Should the volunteer be encouraged to continue in the program? Yes __
No______ Why ____

____

18. What additional comments and suggestions can you make to improve the quality of the volunteer program?

PRINCIPAL OR ADMINISTRATOR EVALUATION OF VOLUNTEER ASSISTANCE

School or site:

Principal or administrator:

1. Would you like to have volunteer assistance continued at your school next year? Regularly _______ Occasionally ______ Never _______

2. What kinds of services would you like to have volunteers provide? _
____

3. What has been the general reaction of the staff to the volunteer? Good ______ Fair ________ Poor_________

4. Have the volunteers established sound working relationships with the staff? Yes_____ No______ How has it been evidenced? _________
____

5. Has volunteer service appreciably relieved your staff of non-professional tasks? Yes ____ No_____ Comments ____________________________

6. Has the help given by volunteers been a factor in improving the achievement of those who received it? (If possible, please cite specific statistics.) ____
____

7. Have the pre-service and on-the-job training of the volunteer been satisfactory? Yes _______ No________ Comments ________________
____

8. What additional skills or techniques do you feel the volunteers need?
____

9. What suggestions do you have for improving the training of efficiency of volunteers? ____
____

10. Has the on-the-job supervision of volunteers been satisfactory? Yes_ No______ Comments ____
____

11. Has the liaison between you and the total volunteer program proved satisfactory? Yes ______ No________ Comments ______________

____

12. What additional comments or suggestions can you make to improve the quality of the volunteer program?

ANNUAL REPORT BY VOLUNTEER COORDINATOR

School or site: Coordinator:

1. Involvement of personnel:

   a. Number of volunteers serving in classrooms __________

   b. Number of volunteers giving general school service __________

   c. Number of volunteers giving general volunteer office service __________

   d. Number of volunteers giving services to individual children or small groups outside of classroom __________

   e. Number of volunteers added to the program during the year __________

   f. Number of volunteers who dropped out of the program during the year __________

   g. Total amount of man hours during the year __________

   h. Number of students services __________

   i. Number of volunteers who wish to continue __________

2. Service:

   a. List the types of service the volunteer performed for the classroom teacher.

   b. List the types of service the volunteer performed for the school or site outside of classroom activity.

   c. List the types of service that were given to individual children (adults) or small groups of children(adults) outside the classroom.

   d. List the types of service the volunteer gave to the volunteer office.

3. Training and supervision:

   a. Did members of the staff participate in the training of volunteers? __________

      In the supervision of volunteers? __________

   b. Was in-service training done through individual conferences? __________

group conferences? ________

printed materials? ________

demonstration of techniques? ________

observation of experienced volunteers? ________

other ________

c. Were arrangements made for volunteers and teachers to confer on individual children or adults? ________

4. Books and materials:

a.→Do you have a satisfactory collection of text books? ________

Library books? ________

b. Do you have an adequate supply of instructional materials in the volunteer office? ________

c. Does the school or agency supplement your own supply of books and materials?

Not at all ________
Adequately ________
Generously ________

5. Teacher reaction:

a. Number of teachers on staff ________

b. Number of teachers using volunteer classroom service ________

c. Number who have requested continuation of →classroom service ________

d. Number who have indicated they do not wish continuation of classroom service ________

e. Number of new requests for classroom service ________

6. What research and empirical data do you have to prove the value and effect of the volunteers' service?

BIBLIOGRAPHY

There are many sources of information that will be helpful to educational volunteer programs. It would be of little valus to list them here when complete bibliographies are available from the National Center for Voluntary Action (Washington, D. C.) and in Your Volunteer Program, published by Project MOTIVATE, Des Moines Area Community College.

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